

Bachelor of Social Work Student Handbook and Field Manual



Pennsylvania Western University
College of Health Science and Human Services

2023-2024

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Part I:
BSW Program, Curriculum and
Policies

Preface

The Bachelor of Social Work Student Handbook is designed to provide the information you will need to complete your Bachelor of Social Work (BSW) degree at Pennsylvania Western University (Penn West). Penn West offers three program options: 1. a face-to-face program at Penn West California; 2. a face-to-face program at Penn West Edinboro; and, 3. an asynchronous online program through Penn West Global Online. This BSW handbook contains policies and procedures, which chart the course through all three BSW program options. Based on the six core social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence (see Appendix A), this information is provided to assist you in planning and assessing your progress in the major.

Some of these policies have been established by the University's curriculum approval process. Others, including the curriculum objectives and admission to BSW candidacy, were established by the social work programs. Please note that procedures specific to field education (also referred to as practicum) are in a separate BSW Field Manual. There are also policies set by the Student Government Association (SGA) and by the Phi Alpha Honor Society. Finally, there are policies that are associated with advising and registration, which appear on the BSW Advising Sheet (see Appendix B).

Your social work advisor will be happy to assist you with any of these areas. However, it is your responsibility to learn and meet the requirements that are outlined in this handbook and in the University's undergraduate catalog.

Undergraduate Social Work Program

The undergraduate social work program is detailed in the undergraduate catalog and in the BSW advising sheet. The program is accredited by the Council on Social Work Education (CSWE). Our undergraduate program was among the earliest of the accredited undergraduate programs in social work education. We have been accredited since 1976. This national accreditation is very important to you as a social work student. National accreditation is difficult to achieve and maintain and is a symbol of academic quality and rigor. This accreditation is also a major requirement for advanced standing status for our graduates in MSW programs in social work. Advanced standing status reduces the number of credits required for the MSW degree. In states that offer professional licenses at the baccalaureate level, graduation from a CSWE-accredited undergraduate social work program is a requirement for those applying to sit for the licensure exam. Pennsylvania passed title protection legislation in 2008. This law makes it illegal for anyone to have a job title as a social worker of any kind without having an accredited undergraduate or graduate social work degree.

BSW Program Mission Statement

The mission of Penn West' BSW program is to prepare committed, competent and ethical social work practitioners to work with individuals, families, groups, organizations and communities. Taking an ecological and problem-solving approach our aim is to develop generalist social work practitioners who will competently:

- *Impact their environments;*
- *Provide adequate opportunities and resources;*
- *Develop the profession's knowledge base;*
- *And enhance the social functioning of all.*

This foundation level preparation is integrated with the University's core values, rights and responsibilities and with the core values and ethical standards of the profession and provides the

foundation for graduate education. As a publicly funded university in western Pennsylvania, we are specifically committed to improving the quality of life in our surrounding region and in the broader global society through the development of professional leadership, service, research and continuing education. We're excited to be able to expand this commitment to other areas of Pennsylvania and beyond with our new online BSW program.

Program Goals

The BSW program at Penn West has five goals. These goals provide direction for our curriculum and our research and service activities.

Goal 1: Enhance the academic excellence and experience of our students.

Goal 2: Operate using sound and efficient fiscal and governance practices.

Goal 3: Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness.

Goal 4: Serve in the areas where we live and learn through the Commonwealth, the region, the nation and the world.

Goal 5: Continue to enhance the quality of student life.

These goals are interrelated with the program's mission and with the broader missions of the College of Health Science and Human Services and Penn West, and evolve naturally from the value base of the social work profession.

BSW Program Competencies

The Council on Social Work Education's 2022 Educational Policy and Accreditation Standards include 9 foundation-level competencies and a set of associated practice behaviors that all BSW students must demonstrate competency to enter the profession at the entry level. These competencies are consonant with our program's mission and goals as well as the University's mission of character and careers. Students will find that all of our coursework is designed to facilitate the development of these competencies and associated practice behaviors. Our outcomes assessment measures are designed to assess students' competencies in these areas:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate

design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining

presenting challenges and identifying

strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Governance

As a program within a department of a Pennsylvania State System of Higher Education (PASSHE) university, our governance structure and many of our policies are covered by the Collective Bargaining Agreement (CBA) between the union representing faculty members, Association of Pennsylvania State College and University Faculties (APSCUF) and the PASSHE system Universities. Department faculty members elect their Department Chair following the guidelines in the CBA. Elections are normally held every three years. In the event that no chair is elected, an interim Department Chair may be appointed by the University's administration for six months.

Dr. Kimberly Hardner (located at Penn West Edinboro) is the current Chair of the Department of Social Work, Sociology, and Human Services. Dr. Hardner also serves as the BSW Program Director.

The College of Health Science and Human Services and the Department of Social Work, Sociology, and Human Services regularly holds meetings in which policies and procedures for the Bachelor of Social Work program are developed, discussed and revised. Of particular importance to undergraduate social work majors are the BSW Program Committee meetings and Field Education Committee meetings. Curriculum planning and issues related to carrying out the programs within the department are addressed in these meetings. Many policies and guidelines which affect students are developed and approved in these meetings. Social work majors may send a representative to these meetings to voice student concerns and report faculty actions back to the students. To insure that student concerns are included on the meeting agenda, the representative should notify the Department Chair of his/her desire to speak at the meeting at least three days before the meeting takes place. The Department Secretary has the meeting schedule.

It is the goal of our faculty to serve you and to assist you to become professional social workers. The social work faculty, their offices and phone numbers, are listed in Appendix I.

Locating the Social Work Offices

Pennsylvania Western University at Edinboro
235 Scotland Rd. G46
Edinboro, PA 16444

Pennsylvania Western University at California
Building B, Room 300
California, PA 15419

Most department faculty offices are also located in these two buildings. The department's phone number is (724) 938-5910. To ensure that you receive information related to department activities and events, please check your campus email daily.

Academic and Professional Advice

Our BSW program uses individual advising methods for academic and professional advice. This process begins when students first enroll as majors in the program. During the first week of their first semester, new students are required to attend a new student orientation, during which we discuss the profession, social work education, and the policies and procedures specific to our BSW program. Transfer students and students changing their major to social work are encouraged to meet with the BSW Program Director to discuss social work as a career choice and to plan their first semester of courses.

All social work majors are assigned to an academic advisor when they declare social work as their major. You can find your advisor using the Student Self-Service function on your Penn West student portal (my.pennwest.edu). Each advisor has an office phone number, voicemail, email and posted office hours. If you have difficulty scheduling an appointment with your advisor, contact the Department Secretary. The Department Secretary cannot offer academic advice. She can, however, get a message to your advisor, letting the advisor know that you are trying to reach him/her.

It is mandatory to attend an advising session with your assigned academic advisor prior to registration in order to register for the upcoming semester. It is the student's responsibility to come prepared for their advising session. Students should be prepared to have access to their Degree Audit (print or electronic copy) and transcript. Degree Audits and transcripts can be accessed through your Student Self-Service function on

the Penn West portal and Degree Works. These steps will ensure that you are able to register at your assigned time.

You will typically work with the same academic advisor from the beginning to the end of your stay in the social work major. Any student who has a need to change advisors can request a change by contacting the BSW Program Director. Occasionally, it becomes necessary for the Department to assign students a new advisor due to retirement or other circumstances. If this happens, students will be informed of their new advisor.

Working with Your Advisor

You are encouraged to seek out your advisor to discuss your academic program, your career goals and other areas of interest or concern. You should get to know your advisor and ensure that your advisor knows you. Your advisor is often the person in the best position to write you a letter of support when applying for a graduate program or professional positions. Advisors post office hours on their doors and also leave them with the Department Secretary. Be sure to keep your advisor updated on your progress as a student and your professional interests. Bring relevant information with you when you meet.

On the academic side, your advisor is available to work with you to ensure that you are taking coursework in the required sequence. Your advisor can also help you to develop a plan to address academic difficulties. Making an appointment is very important. You may call or email to make an appointment. If you drop by in person or join Zoom office hours, you may be disappointed to find that your advisor is with another student. Faculty members have many responsibilities and are not always at their desks. If conditions prevent you from keeping the appointment or from being on-time for your appointment, be sure to inform your advisor. If an advisor is unable to keep an appointment, he/she will make every effort to contact you. Please check your campus email daily.

On the professional side, your advisor can be an important asset in your continued professional growth. All of our faculty were professional social workers before they became social work educators and many continue to be actively involved in social work practice. Many of our faculty maintain close ties to professionals in the community through their work outside the University and through professional networks. Our faculty are also part of a network of social work educators; educators frequently attend national conferences through which they meet and work with professors at universities and colleges across the country. When you are considering graduate-level education, consider speaking with your advisor about different programs and options. Because of the demands of the pre- registration and registration weeks, you are encouraged to make appointments for general academic concerns, career-related questions, and graduate-level education during less busy periods.

Staying in Touch, Staying Informed

Always inform the Registrar's office of a change of local address or telephone number by submitting a "Student Information Change" form. A current address and telephone number is important, especially when it is necessary to contact you in an official capacity to advise you of course changes, cancellations of classes, questions affecting your academic status and important information from the Department. Personal email address changes are not recorded because the University expects that you will check your Penn West email regularly. Use of your Penn West email account is vital as many important announcements (including student funding opportunities) are sent through email and ONLY through email. Please check your Penn West email daily.

Social Work Curriculum & Requirements

Social Work Curriculum

All of the social work requirements appear on the BSW Advising Sheet (Appendix B). The eight-semester schedule of courses provides a recommended framework for completing this program of study in four years. To ensure that they

are making satisfactory academic progress, students should consult with their faculty advisor, ensure that they complete prerequisites and required courses in sequence and complete a minimum of 15 credits each semester. A two-year plan is available for students entering with earned associates and/or with sufficient liberal arts credits.

Copies of the BSW Advising Sheet and the General Education Menu are available in the social work offices and can also be found on the Penn West BSW webpage. If you need a copy of the BSW Advising Sheet, please reach out to your advisor, the BSW Program Director, or our department secretary.

Required Social Work Major Courses

Courses	Credits
<i>Pre-candidacy:</i>	
SOWK 1000 Introduction to Social Work	3
SOWK 1500 Interviewing and Engaging	3
SOWK 2000 Diversity in a Changing World	3
SOWK 2500 Human Behavior and the Social Environment (HBSE) I: Life Course	3
<i>Candidacy:</i>	
SOWK 3000 HBSE II: Groups, Organizations and Communities	3
SOWK 3100 Social Work Practice with Individuals	3
SOWK 3200 Social Work Practice with Groups	3
SOWK 3250 Social Work Practice with Families	3
SOWK 3400 Social Welfare History, Policy Analysis & Service Delivery	3
SOWK 3500 Policy Practice in Social Work	3
SOWK 4000 Social Work Practice with Organizations & Communities	3
SOWK 4100 Social Work Research Methods	3
Social Work Electives (choose 2)	
Trauma Informed Social Work Practice	3
Child Welfare	3
Social Work in Mental Health	3
Seminar in Special Topics (topics rotate each semester)	3
<i>FIELD WORK (final semester)</i>	
SOWK 4800 Social Work Field Education	12
SOWK 4900 Social Work Field Education Seminar	3
<i>Student must attend a pre-practicum orientation the semester prior to enrolling in Field Education.</i>	

Recommended Four-Year BSW Course Sequence

Please see the General Recommended Four-Year BSW Sequence below:

General Recommended Four-Year BSW Course Sequence

All courses are 3 credits unless noted.

<p>Semester 1 (15 credits) SOWK 1000 Intro to Social Work ENGL 1200 Foundations (Written Communication) Discovery (Social Science)-PSYC 1000 General Psychology Discovery (Social Science)-SOC 1000 Principles of Sociology Discovery (Arts & Humanities)</p>	<p>Semester 5 (15 credits) SOWK 3500 Policy Practice OR SOWK 3000 HBSE SOWK 3200 SW Practice with Groups OR SOWK 3250 SW Practice with Families Social Work Elective Free Elective</p>
<p>Semester 2 (15 credits) SOWK 2000 Diversity in a Changing World Foundations (Quantitative Reasoning) Discovery (Arts & Humanities) Discovery (Natural Science & Technology) Discovery (Social Science)</p>	<p>Semester 6 (15 credits) SOWK 3500 Policy Practice OR SOWK 3000 HBSE II SOWK 3200 SW Practice with Groups OR SOWK 3250 SW Practice with Families SOWK Elective Free Elective</p>
<p>Semester 3 (15 credits) Foundations (Oral Communication) SOWK 1500 Interviewing SOWK 2500 HBSE I Foundations (Technological Literacy) Discovery (Natural Science & Technology) Free Elective *Apply for Candidacy in BSW Program</p>	<p>Semester 7 (15 credits) SOWK 4000 SW Practice with Orgs & Comm SOWK 4100 Social Work Research Methods Free Elective Free Elective Free Elective *Field Orientation</p>
<p>Semester 4 (15 credits) SOWK 3100 SW Practice with Individuals SOWK 3400 Social Welfare History, Policy... Discovery (Natural Science & Technology) Discovery (Arts & Humanities) Gen Ed Elective (any Foundations, Discovery, or Health/Wellness)- recommend SOWK 3300 Lets Talk About Sex</p>	<p>Semester 8 (15 credits) SOWK 4800 Field Education (12 credits) SOWK 4900 Field Education Seminar</p>

PennWest Competencies and BSW Course Sequence

Competency	Course
Quantitative Application	SOWK 4100 Social Work Research Methods
Intercultural Fluency	SOWK 2000 Diversity in a Changing World
Ethical Reasoning	SOWK 3100 SW Practice with Individuals
Applied Methodologies	SOWK 4000 SW Practice with Organizations & Communities
Information Literacy	SOWK 4100 Social Work Research Methods
Intensive Writing (2 courses)	SOWK 3400 Social Welfare History, Policy Analysis... AND SOWK 4000 SW Practice with Orgs & Communities
Keystone Experience	SOWK 4800 Field Education

The BSW program also requires that BSW students earn at least a “C” in the following courses:

- ENGL 1200 English (Foundations requirement)
- PSYC 1000 General Psychology (required related course & Discoveries- Social Science)
- SOCI 1000 Principles of Sociology (required related course & Social Sciences)

Tevera

Students are required to make a one-time purchase of Tevera. This software is used to evaluate student performance on the 9 CSWE competencies in all practice, policy and research and field education courses, and thus is critically important for program accreditation. All students will need to purchase Tevera. Students

who do not purchase the software may receive either no grade or a grade of zero for course work until the assignment is listed in Tevera.

Life/Work Experience Credit

No credit for life or work experience can be given for any social work course, including the field education. There are no exceptions to this policy. This is a requirement that is mandated by CSWE, our accrediting body.

While we do not offer credit for life or work experience for social work courses, we recognize that in some cases, being required to take a course may involve repetition of prior learning and result in redundancy of effort. In situations in which students believe that they have already mastered the content being provided in a course (not social work courses), students may petition for undergraduate credit by competency examination. The petition can be found on the University's website under "Registrar's Forms" and is titled "Competency Exam Form". Please note: 1. The student will contact the appropriate academic department chair to determine if an exam is available for the course in question. If so, the student will complete the Competency Exam Form. 2. The student will discuss the competency exam with their academic advisor and secure approval on the form from their advisor and from the department chair offering the course. 3. The student will take the form to the Student Accounts Office to pay associated fees, with payment noted by that office on the form. 4. The student will take the form, with payment noted, to the academic department housing the course to schedule the examination. 5. The department chair, or designee, will administer the examination and indicate whether the student has successfully passed the exam on the Competency Exam Form. 6. The form is routed to the academic dean for approval and then to the Office of the Registrar for posting to the student's academic record.

Registration for Courses

It is mandatory for you as a social work major to meet with your advisor prior to registration for the next semester in order to have your advising hold lifted and to be able to register. It is your responsibility to come prepared for advising. Please bring copies or have electronic access to your most recent completed advising sheet, transcript and Degree Works Audit. These steps will ensure that you are able to register at your assigned time.

Before you meet with your advisor, always prepare a draft schedule of courses for the following semester. Use the recommended course sequence (Appendix B, second page), general education menu and the University's posted schedule in choosing your courses.

Students must register using the online Student Self-Service feature on the Penn West portal (my.pennwest.edu). If you are unable to register for a social work (SOWK) course due to full capacity, please register for the Waitlist. If you are on the waitlist for a course, it is imperative that you check your email frequently. If a seat becomes available you will be notified by email; however, this is time-limited and if you do not register for the open seat that seat will be given to the next person on the waitlist. If you receive an error message when you try to register, please take a screenshot of the error message and notify the instructor of that course (or your advisor if it is a social work class). *Social work faculty and staff cannot place you in a course; you must register yourself online.* For assistance with non-social work courses that are full or if you have other scheduling questions, reach out to the instructor of the course or the Department Chair of the course you are trying to register for.

Students are given the opportunity to drop and add courses during the "add/drop period" which extends through the first week of classes. After this time, there are financial penalties and financial aid may be affected. Please refer to PASSHE and PennWest policies and procedures for details on penalties and the implications for financial aid.

Students can track their academic progress using DegreeWorks (available through the PennWest portal). Please keep a record of the courses you have successfully completed on your own copy of your BSW Advising Sheet (Appendix B).

Credit Load

In order for you to complete 120 credits in four academic years, or eight semesters, it is necessary to complete an average of 15 credits per semester. If you fall below this credit load for any given semester you will probably have to make up those hours during a summer session or by extending your stay at Penn West. You must take 12 credit hours per semester to be considered a full-time student. If you drop courses and fall below 12 credit hours, you may lose your financial aid unless it is based on your being a part-time student. A normal student load is 15-18 hours. If you desire to exceed this study load by taking 19-21 hours, you will have to fill out a "Student Credit Overload Authorization" form and have it approved by the Department Chair and the Dean. A strong academic record is the basis for approval.

Admission to Candidacy for the Social Work Degree

Being listed as a social work major requires that the student initially declare a major in social work or complete a change of major form. Admission to candidacy for the degree is a formal process which involves completing a "Candidacy Application for BSW Program" form (Appendix D), participating in a Candidacy Interview, and meeting all candidacy requirements.

Courses required for social work candidacy include: ENGL 1200, SOCI 1000, PSYC 1000, SOWK 1000, SOWK 1500, SOWK 2000, SOWK 2500. Social Work majors must pass these courses with a grade of a full C or better. Students applying for Candidacy. Students applying for candidacy must have a total of 45 credit hours earned and/or in progress. Students typically apply for candidacy while taking SOWK 2500 HBSE I.

Each applicant will then be sent a letter which will indicate whether the decision is to "Unconditionally Accept", to "Conditionally Accept" or to "Reject" the application. Students who are accepted may continue to take the required sequence of courses. Students who have not completed the necessary coursework with a grade of a full C or better may be conditionally accepted and may continue as directed by the conditional acceptance letter for the time period specified. Conditional acceptances will be reviewed each semester to assess progress and, at that time, to accept, reject, or to continue the conditional acceptance with the new conditions identified. Students who do not satisfy the candidacy requirements and are rejected are not permitted to take upper-level (Candidacy) social work courses. These students are ineligible for the social work degree but may still use completed social work courses toward meeting requirements for a different bachelor's degree.

Students will be asked to sign the "Agreement for Social Work Majors" (Appendix E) upon acceptance for Candidacy in the Social Work Program. The "Agreement for Social Work Majors" is typically distributed while students are enrolled in SOWK 3100. This form serves to verify that students have been accepted for Candidacy or are applying for Candidacy (if new transfer student). The "Agreement for Social Work Majors" outlines student expectations and requirements in the BSW program at Penn West.

In order to be enrolled in field education and field education seminar (SOWK 4800 and SOWK 4900), social work students must: 1. maintain remain in good academic standing (overall GPA of 2.0 or higher, a social work GPA of at least a 2.5 and must earn a full "C" in all social work classes status in order to be enrolled in field education and field education seminar (SOWK 4800 and SOWK 4900). To maintain Candidacy status, a student must have a 2.0 average overall GPA, a 2.5 GPA in the major, and complete all social work courses with a full C or higher. [Please note that a 2.5 in the major is required to graduate with a social work major. In order to graduate with a BSW, a student must earn a 2.0 overall GPA and a 2.5 GPA

in all required social work courses at the time of graduation.

Pre-Graduation Check Out

Early in the term following your completion of 75 credit hours, you must go to your advisor to complete a pre- graduation check out form (see Appendix G), also referred to as a pre-grad check.

Your advisor will go over all of the requirements you have completed and list all of the requirements you still have to complete. This information is to be signed by you, your advisor and the BSW Program Director. The Field Coordinator may require this before approving your entry into a field education placement (SOWK 4800 and SOWK 4900).

Applying for Graduation

Early in your final undergraduate semester you must go online to apply for graduation. The deadlines for applying for graduation are posted as electronic announcements via the student portal and email and can also be found in the online academic calendar for each term. After filling out the application you will be notified of subsequent steps in the process of getting ready for graduation. Students who fail to comply with the application for graduation process might fail to graduate even though they have completed all of the academic requirements for the degree.

BSW Program Completion and Privileges

Students must complete all required social work courses with a full C or better. If a C- is earned, the course must be repeated with a grade of C or better to move forward. The University allows students to repeat a previously taken course up to three (3) times and a total maximum of six (6) course repeats. Earning a CSWE- accredited degree in social work from our program requires graduating with an overall GPA of at least 2.0 and a GPA in the social work major of at least 2.5.

Students graduate with a Bachelor of Social Work (BSW). Privileges associated with this degree include: (1) eligibility for membership in the National Association of Social Workers (NASW); (2) eligibility to sit for the licensure exam in PA and other states that license undergraduate social workers; (3) eligibility for advanced standing consideration in graduate-level social work programs, contingent upon GPA.

Dual Majors and Minors

Students can choose to major in both social work and another major simultaneously. They are listed as having completed both majors on their university transcript. Completing two degrees or a degree and a minor typically requires remaining in school longer. Many students find that adding a minor to their degree is worth the effort because it broadens their academic background. Some pursue this option because they have a particular career goal. For example, a number of our social work majors also pursue an undergraduate degree or a minor in psychology, sociology, or criminal justice to name a few.

Second Bachelor's Degree

Students who are interested in obtaining a second bachelor's degree are required to complete a minimum of 30 hours beyond the first degree and to meet all university, college and departmental requirements for the second degree. See the undergraduate catalog for details. If you are considering social work as a second bachelor's degree talk to an advisor. You may also want to consider going directly into a MSW program.

Opportunities for Professional Growth & Development

The National Association of Social Workers (NASW)

Undergraduate and graduate level social work students are eligible for membership in the National Association of Social Workers (NASW). This organization provides valuable educational, recreational, networking and advocacy experiences. Membership is associated with identification with the profession and includes subscriptions to a national journal and to national, state and division newsletters. Membership in NASW offers significant opportunities for leadership at the local, state and national levels, as well as provides discounts on educational events (such as conferences).

Social Work Clubs

The Student Government Association (SGA) includes the Bachelor of Social Work Association (BSWA) at PennWest California and Helping Hands at PennWest Edinboro. These clubs are open to all students who have an interest in social work. These organizations provide avenues for the dissemination of information and for the exchange of communication of various issues in the social work field. Opportunities are available for students to become actively involved in areas that are representative of the profession and that are of concern to them. The organizations also provide leadership opportunities for students. Many of the organization's prior officers have been recognized by the Department and the undergraduate program for their leadership and have received awards from the Department. The clubs often sponsor forums, fundraisers, social events, attendance at professional social work meetings, as well as service and social action projects. Club meetings are held in person and via Zoom. Online students are encouraged to join. Club representatives are invited to join monthly social work program meetings to provide input in the development of implicit and explicit curriculum and program policies, and to voice student concerns.

Honor Society

Phi Alpha National Honor Society seeks to recognize and promote scholastic achievement in the social work program. Our chapter seeks to advance the profession of social work by recognizing service, leadership and academic excellence. Membership criteria include: a 3.29 GPA overall and at least 30 total earned credits, including 9 social work credits. The general practice is to induct students during their last term as juniors or during their senior year. Inductions take place during the spring term. Once inducted membership continues indefinitely.

BSW Licensure in Pennsylvania

On October, 22, 2014, Governor Corbett signed Act 179 into law, which allows for social workers holding a BSW from an accredited social work program to choose to pursue a social work license. You can find more information on social work licensure visit:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/Social-Workers-Guide.aspx>.

Academic and Program Policies

Academic Integrity

Plagiarism is one form of academic dishonesty which carries severe penalties in higher education. Obvious forms of plagiarism are usually known by students such as copying another student's work or turning in someone else's work as your own. Other forms of plagiarism are less well known, such as taking

ideas from classes or readings and putting them on paper without citation/references. Any idea, even paraphrased ideas which you use or borrow that are not common knowledge, must be given credit by showing the source with an appropriate citation or reference.

Critical thinking is a closely related issue when doing papers and reports. Stringing together quotations throughout a paper even with references demonstrates no thought of your own. It may simply demonstrate that you did some reading. It is important in social work to do more than just read. You must learn to think about and evaluate what you have read then demonstrate your critical thinking to the instructor (see Appendix F- Guidelines for Scholarly Work).

It is expected that all work submitted through this courses is the student's original work, generated for the express purpose of completing the requirements of this course. All papers submitted in this course may be screened for originality using plagiarism detection software.

Students are to be aware that academic dishonesty is not tolerated in this course and should be familiar with the following definitions:

Cheating. The use of unauthorized materials, information, ideas, study aids, etc., in any academic exercise. May include, but is not limited to: copying answers from another student's exam; using notes, books, or other resources for an exam when not expressly permitted to do so; using electronic devices when not expressly permitted to do so; fraudulently obtaining or sharing an exam; submitting a term paper or other assignment written by someone else; plagiarizing the work of others; submitting the same term paper or other assignment to more than one instructor without obtaining prior permission to do so; or having someone else take an online course or online exam for you.

Plagiarism. The representation of the work of another as your own, without proper credit and/or citation. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim statements are included, through quotation marks or other accepted citation practices.

Additional violations of academic integrity may be found in ***PennWest's Policy AC059: Academic Integrity***, which also includes potential sanctions faced by the student for violations of the policy.

PennWest University Class Attendance Policy (AC013)

Key elements of this policy include the following:

Students are expected to attend each class meeting in its entirety. Faculty members shall maintain a record of classroom attendance throughout the semester, and the student is responsible for verifying their attendance when arriving late to class and/or justifying early departure.

Class absences are excused for medical reasons documented by medical personnel, university activities approved by the appropriate vice president or designee, and/or for personal exigencies. University activities to be recognized as an excused absence include, but are not limited to: scheduled athletic competitions; academic competitions in which the student is a participant; military duties; auto accidents; death of an immediate family member; and medical emergencies. Verification of such absences may be required by the instructor, and the student is responsible for make-up work as required by the instructor. Students with excused absences are permitted to make up missed work and are responsible for all missed assignments without penalty.

Credits for Courses from Other Institutions

A student who wishes to take a course at another institution to satisfy a Penn West requirement may obtain advance approval from the Registrar's Office of Articulation and Transfer Evaluation. Social work classes from programs that are not accredited by the Council on Social Work Education (CSWE) are normally transferred in as electives. To receive transfer credit within the social work major the course needs to be completed at a college or university with a CSWE accredited BSW program.

It is your responsibility to ensure that the college where you have taken the course sends a transcript of your completed work **directly** to the Registrar's Office of Articulation and Transfer Evaluation for processing and posting on your academic record.

Approval of Transfer Credits

Credits transferred in from other institutions are evaluated in the Registrar's Office of Articulation and Transfer Evaluation. The BSW Program Director evaluates social work credits for students who change to the social work major at Penn West.

Social Work Transfer Credits:

1. As outlined in the CSWE Accreditation Standards (Accreditation Standard 4.1.4), the BSW program at PennWest can only accept practice course transfer credits from other CSWE-accredited social work programs.
2. Candidacy level social work courses that were not taken through an accredited social work program are transferable as Social Work electives (two 3-credit courses required) OR Free Electives.
3. Social Work courses from CSWE accredited programs that are not comparable to our required courses are also transferable as electives, although every effort is made to match another accredited curriculum to ours.

General Education and Free Elective Transfer Credits:

The BSW Program at Penn West follows Pennsylvania's mandated program-to-program agreement approved by the Transfer and Articulation Oversight Committee and found in Article XX-C of the Public School Code of 1949 as well as the Board of Governor (BOG) Transfer Policy. These agreements ensure that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree at an institution participating in the Commonwealth's statewide college credit transfer system can transfer the full degree into a parallel bachelor degree program in social work at another participating college or university. Under these policies, qualifying students do not have to take any additional general education courses at PennWest, although they will still need to complete the requirements of the social work degree AND complete at least 120 credit hours in order to graduate.

The semester before you intend to transfer to PennWest's social work program, an official transcript of course work to- date should be submitted to the Office of Articulation and Transfer Evaluation. Syllabi and other materials may be needed in order to assess social work courses.

Incomplete Grades and Course Withdrawal

Both incomplete grades, "I" and withdrawal grades, "W", from specific courses require the instructor's approval and sound reasons based on difficulties beyond the student's control. (The automatic withdrawal period listed in each term's class schedule is an exception that does not require approval).

Below is an overview of PennWest's ACA020: Incomplete Grade Policy:

As a general practice, students may only request an incomplete grade once three-quarters of the course has been completed. If the student must exit the course earlier in the semester, the student should consider a course withdrawal. An Incomplete grade is not intended to replace a medical withdrawal, or any regular withdrawal, and should not to be assigned when a course withdrawal is more appropriate.

Incomplete grade(s) must be completed before the end of the next subsequent regular semester (i.e., Fall or Spring semester) of attendance. Faculty may lessen the amount of time allocated to resolve the Incomplete grade; in this case, the faculty member will inform the student, academic dean, and registrar of the new deadline.

Failure to complete the necessary work within the time limit will result in the “I” designator being automatically converted to a failing grade (F) for the course. The student may request an extension to the deadline, which must be approved by the faculty member/instructor, and the department chair or academic dean. The faculty member will determine the length of the extension.

Incomplete grades do not negatively impact the student’s GPA; however, they also cannot be used to meet pre-requisites for other courses. Students may need to request permission to register for a subsequent course while an Incomplete grade is outstanding.

Please see the full University Policy AC020: Incomplete Grade Policy for more information.

Dropping Out / Time Off

Students who have not been in attendance for two consecutive terms are considered inactive and must apply for readmission. See the undergraduate catalog for instructions.

Program Policies for Professional Behavior, Academic Probation, Dismissal, Rejection and Re-admission

Social work is a profession that demands academic rigor as well as professional behavior. The BSW program has policies and procedures to address both academic success and professional behavior. Students can be dismissed from the program for failing to perform well academically. Students may also be dismissed for unprofessional behavior (see Professional Standards Form, Appendix H). Students should review the BSW policy on Expectations for Professional Behavior.

The undergraduate catalog contains the University’s standards and policies for academic probation and academic dismissal. Conditions for academic probation, dismissal and re-admission are identified in the undergraduate catalog and are specified in the notification to the student. Students who have satisfied the conditions for re-entry may apply for readmission to the University. The appeal process regarding dismissal is also identified in the undergraduate catalog.

In addition to the University’s policies, the social work admission/retention policy is that any social work major whose overall GPA falls below 2.0 or receives a grade below a full C in a social work class is automatically moved to “Conditional Candidacy” status. Students who re-enter with less than a 2.0 must bring their GPA up to a 2.0 before they can be accepted into “Unconditional Candidacy” status and continue with advanced major courses. Students must have an overall GPA of 2.0 and a GPA of 2.5 in the major to graduate with a BSW degree.

Expectations for Professional Behavior

BSW students are expected to abide by the NASW Code of Ethics and to behave professionally. Failure to abide by the NASW Code of Ethics can lead to termination from the program. Specific types of behaviors that can lead to termination from our program include, but are not limited to:

- Verbal communication that is unconstructive and potentially damaging (e.g., disparaging, insulting, sexually suggestive, disrespectful and /or offensive)
- Non-verbal communication that is disrespectful and/or aggressive (e.g., hitting/fighting others, sexually suggestive gesturing, and/or making faces when others are speaking sleeping in class)
- Chronic absenteeism (A pattern of disrupting classes/field with late arrival for or early departure from classes/field.)
- Disrupting classes/field through the use of technology that is not required for coursework (e.g. texting, emailing, use of cell phones, surfing the web during class, taking or posting pictures of classmates, colleagues or faculty to social media)
- Inability to establish appropriate professional relationships.
- Lack of sensitivity and feeling for people.
- Difficulty disciplining one's own feelings/responses
- Preoccupation with one's own needs and feelings
- Limited ability to conceptualize and to apply theories and perspectives in practice
- Inability to engage, assess, plan and implement interventions, and evaluate interventions (including self-review under supervision)
- Persistent problem in viewing client systems objectively
- Behavior in supervisory relationships that indicates limited ability to involve self in the learning process and a high degree of defensiveness; frequent need for external cues and direction of learning
- Evidence of a lack of personal or academic integrity (to include cheating and plagiarism, purchasing papers, etc.)
- Substance use or impairment at the placement site that interferes with the ability to engage, assess, intervene in and/or evaluate client situations. Also includes use that interferes with the ability to interact appropriately with agency staff and/or the ability to seek, accept or adhere to guidance provided by field supervisors and field faculty.

Professional Standards Form

Students must demonstrate that they possess the potential to have the demeanor necessary to be a competent social worker. Toward this end, students in the social work program are expected to use the NASW Code of Ethics as a guide for their course-related behavior and to practice professional behavior skills at all times while in the academic environment. Social work faculty are charged with professional responsibility to help future social workers meet the comportment and demeanor requirements of the profession. Students complete a self-evaluation using the Professional Standard Form in SOWK 1000 Introduction to Social Work and are also encouraged to review the Professional Standards Form in preparation for their Candidacy Interview.

If a faculty member observes an academic concern or a concern related to professional behavior, the faculty member will complete a Professional Standards Form (see Appendix H). If a Field Instructor observes concern related to professional behavior that needs to be addressed, the Field Instructor will notify the Faculty Field Liaison who will complete the Professional Standards Form.

When a Professional Standards Form is initiated by either the faculty member or Faculty Field Liaison (on behalf of the Field Instructor), the following steps will be taken:

1. The Professional Standards Form will be completed by the faculty member(s) and the faculty member

initiating the form will contact the student to set up a meeting.

2. At the meeting, the Professional Standards Form will be reviewed.
3. The student will have an opportunity to respond to any concerns and will be given up to 5 business days to respond in writing to the concerns by completing the “Student response” on the final page of the Professional Standards Form and returning it to the faculty member who initiated the meeting.
4. The student and the faculty member(s) will work together to develop a Corrective Action Plan to address the concerns outlined in the Professional Standards. The Corrective Action Plan will be documented on the Professional Standards Form and a copy will be shared with the student and the student’s academic advisor. Additionally, a copy of the Corrective Action Plan will be placed in the student’s electronic record.
5. If the student does not agree with the recommendations for the Corrective Academic Plan, the student must appeal process as outlined below.
6. If the student dose not agree when the recommendation for the Corrective Action Plan is “Dismissal from the BSW Program”, the student must follow the appeal process as outlined below.

Appeals and Grievances

Students have the right to appeal any decision made by the faculty or to file a grievance with reasonable cause. All appeals begin with the faculty member involved, then move to the Department Chair, to the Dean of the College, and then to the Vice President for Academic Affairs/Provost, where a hearing may be held. The relevant policies for appealing are set forth in the undergraduate catalog.

Appeal Process re: Grade(s)

The social work department follows the policy of Pennsylvania Western University’s administration on grade appeals as outlined in the undergraduate catalog [Grade Appeal Policy \(PW Policy AC022\)](#).

1. Students wishing to appeal a final grade must initiate the appeal within thirty (30) calendar days after the beginning of the semester following the issuance of the grade. Summer shall not constitute a semester for purposes of calculating the appeal period for grades issued in the Spring semester; Winter session shall not constitute a semester for purposes of calculating the appeal period for grades issued in the Fall semester.
2. The student must first submit a written grade appeal, stating the grounds for appeal, to the faculty member who issued the grade, with a copy to their department chair. The student is also encouraged to meet with the faculty member to attempt to resolve the grade dispute. If the appeal is resolved, the faculty member will notify the registrar of the grade change, with a copy to the department chair.
 - If the instructor is on leave or no longer employed by the university, the student should appeal directly to the department chairperson, who shall make a reasonable attempt to contact the instructor for resolution or response to the appeal. If the instructor cannot be contacted, the student may proceed through the appeal process with the department chairperson serving to represent the instructor in the appeal to the best of their ability. The department chairperson may also appoint an alternate faculty member (preferably from the same discipline as the original instructor) to represent the interests of the instructor in the appeal process.
3. If the student’s appeal is not resolved with the faculty member, then the student may appeal in writing, stating the grounds for appeal, to the faculty member's department chair. Again, the grounds for appeal are limited to the two stated in this policy. Such an appeal must be submitted within 15 days of receipt of the negative appeal decision by the faculty member. The student is encouraged to meet with the department

chair regarding the appeal. If the faculty member is also the chairperson, this level of appeal would go directly to the academic dean.

4. The chairperson shall notify in writing the student and faculty member of their findings regarding the appeal and the decision within 15 calendar days of their receipt of the appeal from the student.

- If the decision is in favor of the faculty member, the student would be advised of other appeal options within this policy.
- If the decision is in favor of the student, the department chair will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and assessment results from the faculty member to determine a grade for the student. The committee may request grading examples from the instructor associated with other students in the same course section, as needed and if available. This reassessment must be completed by the committee within 21 days of committee formation by the department chair. Consistent with the established grade change process, once the committee has determined the grade, the committee will submit the grade to the department chair, who shall forward the grade to the academic dean to submit to the registrar as a grade change. The department chair will provide notification to the faculty member and student. The student does not have grade appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

5. If an accord is not reached through the chairperson, the student may then appeal in writing, stating the grounds for appeal, to the academic dean, who may appoint a designee to handle the appeal. Again, the grounds for appeal are limited to the two stated in this policy. Such an appeal must be in writing and must be filed with the dean within 15 calendar days from the date of the final written determination of the department chair. The academic dean may solicit input from the faculty member and department chair regarding their decisions in evaluating the student appeal.

- If the decision is in favor of the faculty member, the student would be advised of the limited, final appeal option within this policy.
- If the decision is in favor of the student, the academic dean will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and assessment results from the faculty member to determine a grade for the student. The committee may request grading examples from the instructor associated with other students in the same course section, as needed and if available. This reassessment must be completed by the committee within 21 days of committee formation by the academic dean. Consistent with the established grade change process, once the committee has determined the grade, the committee will submit the grade to the department chair, who shall forward the grade to the academic dean to submit to the registrar as a grade change. The department chair will provide notification to the faculty member and student. The student does not have grade appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

6. The final source of appeal is the provost, who may appoint a designee to handle the appeal. This final step may only be taken in one of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair hearing; or (2) new and significant evidence, which could not have been presented by diligent preparation at the prior levels of appeal, has become available. If such an appeal is granted, it must be submitted in writing and filed with the provost within 15 calendar days from the date of the final written determination of the academic dean. The provost may solicit input from the faculty member, department chair, and academic dean regarding their decisions in evaluating the student appeal.

- If the decision is in favor of the faculty member, the student would be advised of the decision and that there are no further appeals available.
- If the decision is in favor of the student, the provost will instruct the academic dean to appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the

student's evidence and assessment results from the faculty member to determine a grade for the student. The committee may request grading examples from the instructor associated with other students in the same course section, as needed and if available. This reassessment must be completed by the committee within 21 days of committee formation by the academic dean. Consistent with the established grade change process, once the committee has determined the grade, the committee will submit the grade to the department chair, who shall forward the grade to the academic dean to submit to the registrar as a grade change. The department chair will provide notification to the faculty member, student, and provost. The student does not have grade appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

Appeal Process re: Professional Standards Form 'Corrective Action Plan'

Students have the right to appeal the Professional Standards Form 'Corrective Action Plan' by using the appeal process outlined below:

1. Students wishing to appeal a Professional Standards Form Corrective Action Plan from the BSW program must initiate the appeal within thirty (30) calendar days following the issuance of the Corrective Action Plan by a faculty member.
2. The student must appeal in writing, stating the grounds for appeal of the Corrective Action Plan, to the department chair. The student is encouraged to meet with the department chair regarding the appeal. If the department chair initiated the Professional Standards Form, this level of appeal would go directly to the academic dean.
3. The chairperson shall notify in writing the student and faculty member of their findings regarding the appeal and the decision within 15 calendar days of their receipt of the appeal from the student.
 - If the decision is in favor of the faculty member, the student would be advised of other appeal options within this policy.
 - If the decision is in favor of the student, the department chair will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from the faculty member(s) who developed the Corrective Action Plan. This reassessment must be completed by the committee within 21 days of committee formation by the department chair.
 - The committee will submit their recommendation to the department chair who shall forward the findings to the academic dean.
 - The department chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
4. If an accord is not reached through the chairperson, the student may then appeal in writing, stating the grounds for appeal, to the academic dean, who may appoint a designee to handle the appeal. Such an appeal must be in writing and must be filed with the dean within 15 calendar days from the date of the final written determination of the department chair. The academic dean may solicit input from the faculty member and department chair regarding their decisions in the development of the Corrective Action Plan.
 - If the decision is in favor of the faculty member, the student would be advised of the limited, final appeal option within this policy.
 - If the decision is in favor of the student, the academic dean will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence

from the faculty member(s) to determine if a more appropriate Corrective Action Plan is warranted. This reassessment must be completed by the committee within 21 days of committee formation by the academic dean. Once the committee has determined the outcome to the appeal, the committee will submit the outcome to the department chair, who shall forward the outcome to the academic dean. The department chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

5. The final source of appeal is the provost, who may appoint a designee to handle the appeal. This final step may only be taken in one of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair hearing; or (2) new and significant evidence, which could not have been presented by diligent preparation at the prior levels of appeal, has become available. If such an appeal is granted, it must be submitted in writing and filed with the provost within 15 calendar days from the date of the final written determination of the academic dean. The provost may solicit input from the faculty member, department chair, and academic dean regarding their decisions in evaluating the student appeal.
 - If the decision is in favor of the faculty member, the student would be advised of the decision and that there are no further appeals available.
 - If the decision is in favor of the student, the provost will instruct the academic dean to appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from faculty member(s) to determine an appropriate outcome for the student. This reassessment must be completed by the committee within 21 days of committee formation by the academic dean. Once the committee has determined recommendations, the committee will submit such recommendations to the department chair, who shall forward the recommendations to the academic dean. The department chair will provide notification to the faculty member, student, and provost. The student does not have any further appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

Appeal Process re: Dismissal/Rejection by the Program

GPA's are reviewed each semester. Students are initially placed on probation when their GPAs fall below the desired level. Students who are on probation have no more than one calendar year to complete coursework to achieve the minimum 2.5 GPA in the major and 2.0 overall GPA. If the student is not successful in raising their GPA, they will be academically dismissed from the BSW program. Students receive written notification when they are placed on probation and academically dismissed from the BSW program. Students will also receive an e-mail and/or letter when their GPAs are marginally adequate, indicating that faculty are concerned and that a meeting is required between the student and their advisor/BSW Program Director to complete a Professional Standards Form and develop a plan for success.

Students who are academically dismissed from the BSW program and readmitted by the University must successfully complete a semester of coursework and reapply for admission to the major by re-applying for Candidacy. Simply being readmitted by the University does not automatically mean full acceptance into candidacy for the BSW degree. Students might be rejected for Candidacy to the BSW program due to academic concerns, concerns related to professional behavior, or as a result of concerns related to the Candidacy Applications and/or the Candidacy Interview. Students can also be dismissed from the BSW program for academic concerns and/or concerns related to professional behavior.

The faculty reserves the right to remove the status of "Unconditional" Candidacy for the degree from any student who does not continue to fulfill the requirements of any of the criteria. The interests of both the student and the profession will be taken into account.

Students have the right to appeal a decision for Dismissal from the program or Rejection (upon application for Candidacy or application for re-admission) by the BSW Program using the appeal process outlined below:

1. Students wishing to appeal a dismissal or rejection by the BSW program must initiate the appeal within thirty (30) calendar days following the issuance of the dismissal/rejection letter.
2. The student must first submit a written appeal, stating the grounds for appeal, to the BSW Program Director who issued the Dismissal/Rejection along with a copy to the department chair. If the BSW Program Director is also the department chair, a copy should be sent to the academic dean.
3. The student must appeal in writing, stating the grounds for appeal, to the department chair. The student is encouraged to meet with the department chair regarding the appeal. If the BSW Program Director also serves as the department chair, the student must appeal in writing, stating the ground for appeal, to the academic dean.
4. The chairperson (or academic dean if the BSW Program Director is also the department chair) shall notify in writing the student and faculty member of their findings regarding the appeal and the decision within 15 calendar days of their receipt of the appeal from the student.
 - If the decision is in favor of the faculty member, the student would be advised of other appeal options within this policy.
 - If the decision is in favor of the student, the department chair will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from any faculty members and/or the BSW Program Director. This reassessment must be completed by the committee within 21 days of committee formation by the department chair.
 - The committee will submit their recommendation to the department chair who shall forward the findings to the academic dean.
 - The department chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
5. If an accord is not reached through the chairperson, the student may then appeal in writing, stating the grounds for appeal, to the academic dean, who may appoint a designee to handle the appeal. Such an appeal must be in writing and must be filed with the dean within 15 calendar days from the date of the final written determination of the department chair. The academic dean may solicit input from the faculty member and department chair regarding their decisions in evaluating the student appeal.
 - If the decision is in favor of the faculty member, the student would be advised of the limited, final appeal option within this policy.
 - If the decision is in favor of the student, the academic dean will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from faculty members and/or BSW Program Director. This reassessment must be completed by the committee within 21 days of committee formation by the academic dean. Consistent with the established grade change process, once the committee has determined the outcome to the appeal, the committee will submit the outcome to the department chair, who shall forward the outcome to the academic dean. The department chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
6. The final source of appeal is the provost, who may appoint a designee to handle the appeal. This final step may only be taken in one of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair hearing; or (2) new and significant evidence, which could not have been presented by diligent preparation at the prior levels of appeal, has become available. If such an appeal is granted, it must be submitted in writing and filed with the provost within 15 calendar days from the date of the final written

determination of the academic dean. The provost may solicit input from the faculty member, department chair, and academic dean regarding their decisions to dismiss or reject the student from the BSW program.

- If the decision is in favor of the faculty member, the student would be advised of the decision and that there are no further appeals available.
- If the decision is in favor of the student, the provost will instruct the academic dean to appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from faculty members and/or the BSW Program Director to determine an appropriate outcome for the student. This reassessment must be completed by the committee within 21 days of committee formation by the academic dean. Once the committee has determined recommendations, the committee will submit such recommendations to the department chair, who shall forward the recommendations to the academic dean. The department chair will provide notification to the faculty member, student, and provost. The student does not have any further appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

Student Records

All contents of the student's academic record are open to that particular student for their inspection and review, except for confidential letters and recommendations where the student has signed away the rights of access to those letters/recommendations. Student records can be accessed online through the Student Self-Service feature on the PennWest portal. Student permission is required before academic information is released to anyone other than faculty or approved university staff.

Resources

Support Services

The University has a broad range of support services available, including:

[Information Technology Services](#) provides assistance to students in meeting their technology needs.

Links to student support resources on each campus are available on the [Student Support and Services page](#).

Library Help: Students can access the library of the campus in which they are registered. PennWest Edinboro [Baron-Forness Library](#), PennWest California [Manderino Library](#), or PennWest Clarion [Clarion Library](#)

APA Help: . Students should always refer to the most recent edition of the American Psychological Association *Publication manual of the American Psychological Association*. Students can also visit the [Social Work Resources page](#) for APA, citation information, and more! The [Purdue Online Writing Lab \(OWL\) APA Introduction](#) is also a helpful resource

Tutoring: Smarthinking is a 24/7 online supplemental tutoring service available via D2L. Students can receive assistance 7 days a week in various subjects. This supplemental online tutoring service is available to all students through their D2L accounts. Through Smarthinking students can:

- Drop-in with a tutor and interact in real time.

- Use the Smarthinking Writing Center for any class to receive feedback on essays, paragraphs, and more.
- Send an offline question and receive a reply from a tutor.
- Use scheduled tutoring to set-up a session at least 48 hours in advance to interact in real time.

Writing Center: Students can access the writing center of the campus in which they are registered:

PennWest Edinboro:
The University Writing Center
Alexander Hall Room 221
814-732-1493

PennWest California:
Online Writing Center appointments are made through Starfish app (my.pennwest.edu → Student Self-Service → Starfish

PennWest Clarion
[Online Writing Center](#)

Counseling: Penn West Edinboro students can contact the Penn West Edinboro [Counseling and Psychological Services](#) (CAPS). Penn West California students can contact the [Penn West California Counseling Center](#). PennWest Clarion students can contact the [PennWest Clarion Counseling Services](#).

Community Services: Call 211 to get referrals for local community services or visit the [211 website](#) for more information.

Crisis: Free 24/7 help is available to those in crisis. Below are a few hotlines available in the U.S.

- The [National Hope Line](#): call or text 1-877-235-4525.
- The [Crisis Text Line](#): text HOME to 741741.
- The [National Suicide Prevention Lifeline](#): call 988.

Students with Disabilities

Pennsylvania Western University of Pennsylvania offers services to meet the accommodation needs of students with many types of disabilities. The Office for Students with Disabilities provides services to students based upon documentation of a disability and a request for accommodations based on this disability. Please refer to PennWest's Reasonable Accommodations for Students with Disabilities Policy for additional information. This policy is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

For questions about accommodations please contact:

PennWest California- John Massella at Osd-cal@pennwest.edu
PennWest Clarion- Ron Radaker at Osd-clr@pennwest.edu
PennWest Edinboro- Sharon Conklin at Osd-edn@pennwest.edu

Part II: BSW Field Manual

FIELD EDUCATION: Social Work's signature pedagogy

The Council on Social Work Education has identified field education as the signature pedagogy of social work. "Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice" (Educational Policy and Accreditation Standards, 2015).

Through the field experience, students develop a deeper appreciation of the impact of such problems as addictions, delinquency, discrimination, inadequate housing, poverty, family disruption, trauma, abuse, physical and mental disabilities, and aging with individuals, families, and communities. Students internalize social work core values, ethics, principles, and standards, and have the opportunity to develop and master social work techniques and skills which prepare students for generalist practice through experience in observation, data collection and organization, planning intervention strategies, interviewing, reporting, and evaluating contacts in both written and oral form. Students also develop skill in planning appropriate use of time and carrying responsibilities for maintaining professionally appropriate relationships with clients, agency personnel, and personnel from other related agencies. Additionally, students develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice and should help the student to evaluate his/her commitment to profession of social work. Finally, students are expected to use professional supervision to enhance learning.

Structure of Field Education

The Council on Social Work Education (CSWE) has identified nine social work competencies that are essential to generalist social work practice. The Social Work Program at Penn West has structured its curriculum

around these areas of competency, including the field learning plan and the evaluation of student performance in the field.

There are different models of structuring field education in our profession. We offer a block practicum placement in the last semester of the senior year. Students are in practicum 4-5 days a week for a total of 450 hours over the course of the semester. By the end of the practicum experience our students know what it means to practice as a beginning level generalist social worker on a day-to-day basis. Students taking Field Practicum must be concurrently enrolled in Field Seminar, the integrative seminar through which they process their experiences in this field practicum placement.

Field Personnel Roles:

Collaboration among all participants must take place for successful completion of the practicum and related course work. The roles and responsibilities of each participant must be clearly defined and understood to accomplish the overall objectives of the educational process. A commitment to professional practice standards shall be reflected in the behaviors of students, Field Instructors, the Field Coordinator and Faculty Liaisons as efforts are being made by all to achieve these professional/educational objectives. Students, Field Instructors, Faculty Liaisons, and the Field Coordinator are expected to be aware of, understand and implement through their actions the National Association of Social Worker's Code of Ethics.

The **BSW Field Coordinator** is the overall coordinator of undergraduate field education in the Social Work Program. They oversee arranging field placements and serve as the initial contact person for host settings. They also monitor the pre-field experience, which takes place during the semester before you enter your field placement.

The **Faculty Liaison** is the faculty member who is listed as the instructor for Field Practicum (Internship). The faculty liaison provides feedback on weekly field logs and is responsible for the grade you receive for the practicum. They also teach the concurrent field seminar class.

The **Field Instructor** is an employee at the host site who provides social work supervision, guidance, and professional socialization to interns. The field instructor meets with the faculty liaison during site visits (can be done virtually) and completes the midterm and final evaluations of the intern. The field instructor is the main contact for the faculty liaison and the coordinator of field education. Field instructors must meet the requirements set forth by the CSWE.

Some interns may also have a **Task Supervisor** at the internship site. Task supervisors are used when there is an employee other than the field instructor who has close day-to-day contact with the intern. A task supervisor should be included in site visits and involved in the midterm and final evaluations of the intern.

The Department of **Social Work Field Education Committee** is open to all faculty in the department. The Field Coordinator chairs this committee. Its membership includes the program director, faculty liaisons and other social work faculty. This committee reviews and recommends changes to the field education program and provides input on nontraditional field placements and student concerns.

Field Instruction:

Field education is implemented through field instruction at a social service site with a field supervisor in collaboration with the Social Work Field Office. Field instruction is designed to enable the student to have an opportunity for a supervised practice experience in the application of knowledge, values, and ethics and practice skills to enhance the well-being of people and to work toward the amelioration of environmental

conditions that affect people adversely. Students apply the content of diversity, social and economic justice, populations at risk, human behavior in the social environment, social welfare policy and services, and research informed practice learned previously throughout the program's curriculum.

Agency Criteria and Responsibilities:

- The agency views participation in the education of Penn West BSW students as a worthwhile activity and agrees to support the mission, goals, and objectives of the BSW program.
- The agency demonstrates competence in providing professional services and offers a climate conducive to undergraduate learning and professional development.
- The agency can offer learning experiences appropriate to undergraduate level social work field education.
- The agency is prepared to provide supervision of student assignments by a qualified staff member.
- The agency permits adequate time for the field instructor to implement the student's field practicum and provide educationally directed field instruction.
- The agency will provide an orientation to safety policies and procedures as well as provide ongoing reinforcement of safety in the field.
- The agency has adequate facilities and resources for the student to complete assigned tasks. Ideally, the agency will provide a workspace comparable to that provided for the staff.
- The agency views the student as both a learner and an active participant in the professional life of the agency.
- The agency will provide insurance coverage for students who are expected to use personal vehicles for agency purposes. (Students cannot use their personal insurance and will not be covered by the University.)
- The agency has and conforms to policies regarding non-discrimination in service delivery and employment.
- Agencies or organizations interested in working with our students must be willing to provide our students with the range of experiences needed for beginning level generalist practice. They must provide opportunities for work with individuals, families/groups, and organizations/communities.
- Agencies must sign an affiliation agreement with the University.
- The agency will have the student participate in conferences, consultations and staff meetings within the agency and the community whenever it is possible.
- If a student is using their employment as their placement and is covered by the agency's professional liability insurance, the agency will provide a copy to the student to use as verification of coverage.

While the social work program recognizes that an important part of the learning process occurs by doing the kind of work which is representative of the agency's professional practice, the intern is understood to be fulfilling a learning role rather than a work role. Several considerations arise out of the awareness of the difference between the role of the student intern and the role of agency employee. Of major importance in these considerations are those which relate to the types of assignments selected for the student. In this regard, the following guidelines are offered:

- Assignments, both in type and number, shall be such that the student is able to give appropriate service and to learn as fully as possible from each experience. The assignments should offer an opportunity for progression in learning.
- The assignments should offer as broad a range of experience as possible within the agency, in conformity with the rate of each student's learning capacity, so that the student may gain understanding of the total agency program and its place in the social welfare service delivery system.
- While there will be variations in each field placement education, it is expected that each student should have an opportunity to develop practice skills, progressively, in at least the following areas: observation; interviewing; working on a one-to-one, family and small group basis with clients; planning intervention strategies and assuming the appropriate service roles (such as broker, advocate, care-giver, behavior changer, educator, facilitator, etc.); being involved in community coordination; completing necessary forms and paperwork; and recording appropriately. Where there is difficulty in planning such experiences within the context of current agency operations, the faculty liaison and other university contacts will be available to help work out plans, occasionally through cooperative efforts with another agency, to allow students to have these experiences.
- A crucial aspect of the student situation is the need for early involvement in direct service activity. Except for unusual circumstances, the student should have the opportunity for direct service contacts in a participatory, rather than an observation, role within the first month of his/her placement.

Field Instructor Criteria and Responsibilities:

Student success in field education is closely related to the quality of instruction and supervision at the host site. The Field Instructor:

- must have a BSW (and 4 years' experience) or MSW (and 2 years' experience) from a CSWE accredited program.
- has a commitment to the values and ethics of the social work profession.
- demonstrates competence in social work practice.
- has an interest in supporting student education.
- can be accessible to the student on a regular basis.

*If a field site is identified as providing an excellent social work field experience and receives the field committee's approval, but does not have a BSW or MSW onsite, the student and field coordinator may work together to find an approved field instructor within the community and/or on the faculty to serve as a Field Instructor. This ensures that the student receives the social work supervision required while in practicum. In this case, the agency must provide a **Task Supervisor** to oversee the student's daily activities and communicate with the Field Instructor and Faculty Liaison.*

Field Instructors and Task Supervisors (if applicable) will ensure students:

- have an opportunity for a supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- deepen their appreciation of the impact of such problems as addiction, delinquency, discrimination, poor housing, poverty, family disruption, physical and mental disabilities and aging upon individuals, families, and communities.
- internalize social work ethics, principles, and concepts.
- build upon and refine techniques and skills, including observation; data collection and organization; planning intervention strategies; interviewing, reporting, and evaluating contacts in both written and oral form; planning appropriate use of their time; and carrying responsibilities for maintaining professional relationships with clients, agency personnel, and personnel from other related agencies.
- develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice and should help the student to evaluate his/her/their commitment to the profession of social work.
- understand the field agency and its place in the network of social welfare services in the community, including their operation, policies, contributions to maintenance and enhancement of social functioning, and forces within the community which affect their organization and operation.
- apply content on diversity, social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policy and services, and research learned previously in the program.

Field Instructors and Task Supervisors (if applicable) will

- introduce the student to the appropriate staff person including the executive, if possible, shortly after arrival at the setting.
- supervise the student individually for a minimum of one hour per week.
- arrange for the student to attend staff and board meetings whenever possible.
- find out from the student firsthand about interests, goals, and aspirations, as well as patterns, to become more aware of the student as a person.
- provide personally or in cooperation with other key persons, an orientation to the setting in which the student learns about:
 - The purpose, function, policies, and goals of the organization.
 - The source of funds
 - The clientele served
 - The geographic area covered
 - The specific activities carried out
 - The relation to the community and other agencies
 - The expectation of him/her/they as a student, agency representative and social worker

- What can be expected from the supervisor in the way of guidance and support
- Personnel regulation
- select the workload of the student so that it is in harmony with the setting and the goals of the program. "Busy" work is not appropriate for the student. The job assigned should contribute to the agency and the student's learning process.
- assign the student a problem to handle as early as possible after placement which involves direct client contact.
- increase the nature and complexity of the student's assignment as the student learns and grows.
- assign tasks with clarity so the student knows the purpose of the job and appreciates the need for it being done.
- help the student plan and organize work realistically and effectively.
- set aside time and prepare for student supervision conferences and to teach the student how to prepare for and participate in both individual and group conferences. The Field Instructor should be available to the student the days the student is in the agency.
- give the student an opportunity to practice various social work methods, including having educational experiences working with individuals, families and/or groups, and communities and/or organizations. Relevant assignments across levels of practice should be incorporated into the learning plan.
- afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences and follow up of what has been learned.
- teach the student to communicate effectively both through verbal and written experiences as well as listening and acting in carrying out the process of:
 - Collecting facts
 - Organizing facts
 - Evaluating facts
 - Acting on facts
- evaluate student performance constructively so that she/he/they may learn and grow from each experience.
- help the student to recognize the steps taken in performing each job.
- reinforce basic social work concepts and values in the field experience. While these are taught in the classroom the students can begin to see why they are important and how they affect the clients and themselves when the agency supervisor helps them to recognize the concepts.
- make material about the agency available for the student to read. If procedures are written down, to see that the student gets a copy and understands how and why they must be carried out.
- help students become aware of agency problems including gaps in service, unmet needs, etc.
- teach students the purpose of recording and how to record and contribute to the agency's record keeping system.

- be responsible for preparing an outline of steps for the student to follow in order to improve his/ her work if the student is found to be substandard level. A copy of this should be given to the faculty liaison.
- work with the student and Faculty Liaison to develop and implement the learning plan for instruction.
- provide appropriate learning experiences to enable the student to develop and integrate theoretical concepts with practice skills.
- make clear statements of the Field Instructor’s expectations of the student.
- schedule supervisory conferences of at least one hour of “protected time” per week. This is in addition to informal interaction throughout the week.
- provide access to other staff as appropriate.
- be responsible for initial and continuing assessment of the student’s level of knowledge, educational needs, and interest in cooperation with the Faculty Liaison.
- contact the Faculty Liaison as soon as possible when issues of concern arise.
- discuss with the Faculty Liaison any serious problems that may impact the student or concerns the Faculty Liaison may have regarding the student’s performance.
- complete the mid-term and final evaluation of the student’s progress using the evaluation form provided online.
- attend and participate in the field instructor orientation and training opportunities offered by the BSW program.

If a Field Instructor is aware that she/he/they will be absent while the student is in the agency, the Field Instructor must designate another Social Worker or an appropriate staff person to be the substitute Field Instructor. This substitute must meet department criteria and the Field Coordinator and Faculty Liaison must be informed in advance.

Faculty Liaison Responsibilities

Faculty Liaisons carry the major responsibilities for agency-program contacts regarding the design, implementation, and evaluation of the practicum experience after placement has occurred. Faculty Liaisons work cooperatively with agencies and the Social Work Program to clarify educational and administrative expectations of the student, agency and program; to maintain consultative and evaluative communication with the agency and students through agency visits during placement; to facilitate and assist in the integration of classroom material and practice experience; to facilitate field experiences which reflect racial, ethnic and gender diversity; and to clarify and reinforce the educational role of the Field Instructor / Task Supervisor.

- Agency visits (virtual) by the Faculty Liaison include a monitoring and coordinating function designed to assure that social work learning opportunities are made available. These virtual visits will be documented by the faculty liaison in Tevera field software.

- Faculty liaisons are required to have at least 3 contacts with the field instructor/task supervisor during the semester long placement. 1 of these contacts must be in person (virtual). These are minimum standards of contact and Faculty, Student, or Agency can request more if needed.
- The Field Instructor and/or student may request an interim visit at any time when a need is identified.
- Establish regular contact with the student's Field Instructor / Task Supervisor through telephone calls or electronic mail to obtain needed feedback on student progress and potential field education issues.
- Provide ongoing feedback to the student on his or her practicum progress and satisfactory or unsatisfactory completion of required related coursework.
- Participate with the Field Instructor / Task Supervisor and student in the evaluation of student performance.
- Determine the final field education grade.
- Ensure that the department's field files (including any software system in use) include the agreed upon learning plan, the student's documented field hours and the mid-term and final field evaluations of student performance.
- Provide feedback regarding the agency setting and its potential for providing instructional experiences to the Social Work Program.
- Serve as the first point of contact in situations where problems occur in field learning.

Field Coordinator Responsibilities

- Assess students' learning needs, refer, and assign students to field placements.
- Monitor the progress of student learning and agency effectiveness in providing field education.
- Manage all matters of student's status in the program including extending placement when necessary.
- Decide in collaboration with the Faculty Liaison, Field Instructor, and student whether a student may need a change of placement.
- Maintain a relationship with agencies not only through individual liaison contacts but also by keeping agencies informed about policies, curriculum and general program and administrative changes.
- Organize, coordinate, and confirm the assignment of students to placements considering the specialized services of the agency, the skills and knowledge of the field education faculty and an assessment of student readiness for an interest in the social work role expectations of the placement
- Finalize practicum placement before the end of the semester prior to the start of the practicum

- Communicate with all faculty involved with students in field. Provide leadership in educational curriculum planning for the field education program in conjunction with appropriate faculty committees, including development and redevelopment of field education objectives at various program levels.
- Maintain Tevera Field Software.
- Interpret field education policies and procedures to students, agencies, and faculty.
- Develop appropriate administrative and curricular supports for the field education such as timetables, a system for maintaining learning contracts, evaluations, affiliation agreements, etc.
- May serve as a consultant in solving problems within the field education program.
- Promulgate the purposes and needs of the field education component of the program as a representative to external constituencies.
- Review proposals for non-traditional placement settings and present them to the Social Work Field Education Committee for approval.
- Organize field education orientations and seminars for Field Instructors and students.
- Develop and maintain current database on students, affiliated agencies, and Field Instructors.
- Chair the Department of Social Work Field Education Committee.
- The Field Coordinator will notify Faculty Liaisons of who cannot begin their placement as scheduled due to outstanding paperwork and/or liability insurance. It will be the student's responsibility to notify the placement agency and field instructor of any change in schedule or delay in starting.

Student Responsibilities

The student with the support of the Faculty Liaison and the Field Instructor has the major responsibility for his/her/their own learning and is expected to actively participate in the formulation and implementation of the field education experience. While in the field practicum the student is expected to maintain the same ethical standards and practices as the professional staff.

Students will:

- be responsible for reading the BSW Field Education Manual to make sure that they understand the social work practicum experience.
- share the course syllabus with their field instructor and task supervisor (if applicable).
- attend the orientation and meet individually with the Field Coordinator (if needed).
- remember that your interview at the agency is a two-way street. It is the responsibility of the agency person to obtain information about you, but it is also your responsibility to gather information about the agency and about your prospective field instructor.

- attend the required pre-placement orientation (with the Field Coordinator) and follow all the preplacement instructions in a timely fashion. This includes discussion with Field Coordinator, and advisor if needed, of appropriate placement choices.
- make Field Instructor aware of any pertinent information that may affect the student's ability to learn.
- advocate for self in pursuit of learning.
- is responsible for the initial drafting of the learning plan and discussion with the Faculty Liaison so that it can be finalized for submission to the Faculty Liaison by the specified deadline date (see your syllabus).
- is required to adhere to the items agreed upon in the learning plan including required reports, etc.
- is required to participate in conferences with the faculty liaison during the placement.
- will clarify with the agency any expectations related to transportation of clients and insurance coverage for these purposes.
- will respect client/agency confidentiality and abide by the NASW Code of Ethics.
- will engage in appropriate termination activities with clients and agency at any point practicum ends.
- Students will also be responsible for making up any missed hours due to starting placement late for reasons including not submitting liability insurance, clearances, placement application, etc.
- take responsibility for a clear understanding between the agency, the student, and the program about the student's use of agency material in the classroom.
- take responsibility for becoming a part of the field education setting and participate responsibly as a beginning professional. Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field education placement consistent with educational and service obligations.
- is responsible for providing his/her/their own transportation to and from practicum.
- Documents field hours accurately. If a student is using their employment as their placement, they cannot record a blanket 40 hours a week on their time reports. Students must document hours that reflect the tasks outlined in the learning plan.
- note that changes in the agency status can occur between the time an agency is confirmed and the beginning of the practicum during the next semester. Please stay in contact with your selected agency, field instructor and Field Coordinator to ensure that the site is still appropriate for the practicum.

- Students are reminded that once a placement decision is made it is extremely unlikely that a change will be made.
- Although every effort will be made to accommodate a student's preference the final placement decision rests with the Social Work Field Education Committee.
- Student will provide proof of professional liability insurance coverage before placement begins.
- Physicals, Drug Tests, TB Tests, Vaccinations etc. are based on agency requirements and timeframes and it is the student's responsibility to inquire about what is needed.
- Students are required to make a one-time purchase of Tevera. This software is used for all paperwork, learning plans, timesheets, etc. and to evaluate student performance on the 9 CSWE competencies in all practice, policy and research and field education courses, and thus is critically important for program accreditation.
- Students are expected to contact the Field Coordinator if they have any questions or concerns about any of the above. All questions about field practicum should be directed to the Field Coordinator, not the University Internship Center.

Use of supervision: The student is expected to prepare for and participate in regular conferences with the Field Instructor, focusing on the student's learning and application of social work concepts. To foster the integration of class and field, the student is expected to share with the field instructor course materials and syllabi in addition to appropriate classroom discussions and experiences. The student uses this professional relationship as a constructive tool in his/her total educational program.

Policies and Procedures:

- If the Field Placement Agency requires students to utilize their personal or agency vehicles as part of the duties being performed, the agency must indemnify and hold the University harmless, and indemnify any student required to utilize their personal vehicle as part of the field placement assignment (e.g. students who are required to transport clients). The formal affiliation agreement will reflect this agreement to indemnify, which will include the agency agreeing to this provision: If a student is utilizing the agencies vehicle, the agency assumes full financial liability, loss, or damage responsibility while the student is performing agency duties. Proof of insurance/indemnification must be submitted to the field coordinator before any such transportation takes place. The agency is also responsible for verifying students have a valid driver's license and for checking their driver history.
- To enter field practicum, students must have completed English Composition (ENGL 1200) with a C or higher and all Social Work classes with a C or higher. Social Work Practice with Communities and Organizations can be taken concurrently with your field practicum and field seminar.
- All field hours are to be completed during the academic calendar when classes are in session. Students are not expected to do field hours over Spring and Fall breaks. We encourage students to take a break during these times as self-care is important in the Social Work Profession. There are exceptions when a student will need to do field hours during these times such as continuity of care with clients or to catch up on missed hours. Students cannot use this time to "bank" hours to complete field early and faculty are not always available during breaks. A student who wishes to do

field hours over break must get their faculty liaison's approval. Faculty will use their discretion in granting this permission. If permission is granted but the faculty liaison is not available for a student over break, they will reach out to the field coordinator to make arrangements.

- If a student is required to participate in training hours for their placement prior to the start of the semester, they must get approval from the Field Coordinator in order to count these hours towards their total hours for the semester. Approval is based on the student's completion of all required paperwork, identification of field instructor and task supervisor (if necessary), proof of liability insurance and completion of registration for the field class.
- Field seminar class hours do not count towards your placement hours. This is a separate class and you receive 3 separate credits for this course and a separate grade.
- The student is reminded that per Pennsylvania Western University policy, the student cannot remain in the agency during a work stoppage (i.e. strike among any staff of the agency, lockout of the staff, etc.).
- The student is not permitted to have practicum in an agency where he/she has a relative working; where he/she or a relative is or has been a client; where he/she has or has had a personal relationship with anyone in the agency; or where he/she has been placed for a previous practicum. (some exceptions can be made regarding this policy and should be addressed to the Field Coordinator.)
- Students are reminded that once a placement decision is made it is extremely unlikely that a change will be made.
- Although every effort will be made to accommodate a student's preference the final placement decision rests with the Social Work Field Education Committee.
- Students are expected to contact the Field Coordinator if they have any questions or concerns about any of the above. All questions about field practicum should be directed to the Field Coordinator, not the University Internship Center.
- Physicals, Drug Tests, TB Tests, Vaccinations etc. are based on agency requirements and timeframes and it is the student's responsibility to inquire about what is needed.
- Students are required to make a one-time purchase of Tevera. This software is used for all paperwork, learning plans, timesheets, etc. and to evaluate student performance on the 9 CSWE competencies in all practice, policy and research and field education courses, and thus is critically important for program accreditation.

Field Management System, Tevera

The BSW Field Education Program uses a comprehensive web-based field placement tracking system called "Tevera." This system allows BSW Students, Field Instructors, Faculty Liaisons, Task Supervisors, Affiliated Organizations, the BSW Field Coordinator, and related personnel to access shared information electronically. The Field Office will provide all users with information on creating their Tevera accounts.

All BSW Students are required to purchase Tevera. If you are purchasing Tevera with the use of financial aid, you must do so at the bookstore at the cost of \$286.75. (Please be mindful of the deadline to use financial aid at the bookstore). If you are purchasing it yourself from Tevera, it costs \$223. You will be prompted to purchase Tevera when you are taking the Social Work Practice with Families class (SOWK 3250). This will ensure you have it in time to start looking for a field placement at the end of your junior year or beginning of your senior year. You will receive an email from the Field Office on how to set up your account.

Once you are a registered Tevera user, you will be able to log in and see several tabs on your home screen. You should begin by doing the tutorials under the Learning Space tab. Once completed, you should move on to Site Placement tab. You must complete the 3 pre-application tasks there in order to begin the next section where you enter your field information once a field placement is secured. You will also see an assignments tab. The assignments in there need completed prior to going into your placement. All of this will be done by the end of the semester prior to you going into field. All forms that need sent to agencies, field instructors, and task supervisors (if applicable) need to be started by the student and then sent to the appropriate person to complete and sign. Students should be sure to read the instructions accompanying each form.

The semester you are in the Field Practicum class, you will be assigned to a class in Tevera. This is where you will see your Learning Plan, Timesheets, and other assignments.

Tevera works best using Google Chrome or Microsoft Edge as your server. Also be sure to log in on a computer, not a phone to use it correctly. There is a "Help Button" feature on the top right corner of the home screen. Students are encouraged to use this to help problem solve. You can chat with the Tevera help desk there. Any other questions should be directed to the BSW Field Coordinator.

The Learning Plan

The learning plan is to be developed by the student and the agency field instructor (and task supervisor, if applicable) during the first few weeks of the field placement (see syllabus for exact date). The faculty liaison may provide input to the learning plan as well. It should be completed in consideration of the objectives of field placement; the mutual obligations of the agency, university, and student; and the intern's primary role as a student, not an agency employee. The completed learning plan must be submitted in Tevera. The learning plan is to be signed by Student, the Task Supervisor (if applicable), the Field Instructor and then finally the Faculty Liaison.

The learning plan is designed to be a guide and is therefore open to modification. If major changes are made during the field placement, the plan should be revised in Tevera. The learning plan is rooted in core competencies outlined by the Council on Social Work Education. The learning plan and evaluation are in alignment so that the student is assessed based on the core competencies. There are 5 parts of the Learning Plan:

- Educational Goal: An inclusive statement of what you intend to learn during or by the completion of the field experience. (THIS IS COMPETENCY ALREADY STATED IN THE PLAN.)
- Objective: An outcome(s) that describes what it is to be done to meet the educational intent. Specific (THIS IS THE REQUIRED GENERALIST PRACTICE BEHAVIOR ALREADY STATED IN THE PLAN)
- Student Tasks /Activities to Demonstrate Behavior: A description of what you will do to determine the extent to which the educational intent was met. Specific actions or interventions required for meeting the objective. Process: (STUDENT DEVELOPS WITH FIELD INSTRUCTOR ASSISTANCE AND FACULTY LIAISON FEEDBACK) You should create agency specific activities for each practice behavior.

- Measurement: How will you know the educational intent was accomplished? How will you demonstrate you are competent in these behaviors?
- Due Dates: Mid-Term, End of Term, Ongoing

Safety Assessment

Due in the first few weeks of the semester (see Syllabus), the safety assessment prompts the student to discuss safety concerns that may arise during placement in different settings.

Field Education Weekly Assessments / Logs

A weekly assessment is required. The assessment should include a short summary of the one-hour Social Work supervisory meeting and any important events or significant learning experiences that have taken place during the past week. The student should use the weekly assessment format provided at the field orientation as a template to complete these weekly assessments. See Syllabus for more information.

Timesheets

Students are to complete and submit documentation of their field hours in Tevera. Timesheets must be approved by the Field Instructor and Task Supervisor (if applicable) prior to submission to Faculty Liaison. Timesheets are submitted by running the report listed in your class as timesheet in the assignments section. Although these are due at specific times, the student should be recording their hours at least weekly so their cumulative hours can be monitored.

The Student Evaluation Process

- The student's performance in the field internship/practicum is evaluated twice over the block placement. The student and their field instructor and task supervisor (if applicable) will complete both a midterm and a final performance evaluation. Each performance review is to be submitted to the faculty liaison through Tevera. The student's performance evaluation is based upon the completion of learning outcomes delineated in the student's learning plan. Since the field placement is a learning experience for the student, the learning outcomes should be periodically reviewed with the student so that they are able to benefit from a constructive and collaborative performance evaluation.
- Evaluation of the student's performance in the placement agency by the Field Instructor and Task Supervisor (if applicable) is to be an ongoing process through which the student receives continual assessment of his or her performance
- At mid-semester there is to be a planned conference between the student and the Field Instructor and Task Supervisor (if applicable) devoted to an assessment of the student's performance to date. The evaluation form will be used as the basis for this assessment of the student's performance. The Field Instructor and student will electronically sign each evaluation on-line. If the student has a Task Supervisor, they must also sign the evaluation as they work with the student on a day-to-day basis.
- It is imperative that the Field Instructor or Task Supervisor notify the Faculty Liaison immediately if there is any indication that the student's performance is less than satisfactory at mid-semester.

- During any evaluative process the student is expected to participate actively in the conference and may be asked to prepare a self-assessment of her/his/their performance. If disagreements occur the student has the right to submit a written rebuttal for attachment to the Field Instructor's evaluation to be included in the student's record. The student must read and sign the written evaluation and the Field Instructor must also sign it prior to its transmission to the Faculty Liaison.
- It is important to give accurate feedback. If a student's performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation.
- If the Field Instructor realizes that a student's performance is unacceptable and unlikely to improve or that the student needs additional placement experience in order to move to a successful level of performance, the Faculty Liaison should be contacted as soon as possible. Extending a placement is a very serious undertaking that affects graduation for our undergraduate students because they are in their practicum placement the last semester of their senior year.
- Grades cannot be assigned unless the Faculty Liaison receives a final evaluation signed by both the student and the Field Instructor and Task Supervisor (if applicable) by the due date in the syllabus. Submitting late evaluations could result in the student receiving an "incomplete" grade.
- Students are evaluated on each competency behavior using the following scale:
 - 4 = Excels: The student demonstrated mastery of this competency and fully integrates it into practice.
 - 3 = Above Expectations: The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
 - 2 = Meets Expectations: The student demonstrated this skill and is integrating it into practice.
 - 1 = Emerging Achievement: The student is beginning to recognize how this is applied but has to determinedly work on this area.
 - 0 = Unmet Achievement: The student has not yet achieved competency despite opportunities in this area.

Other Evaluations

Student Evaluation of the Field Instructor and Agency

The student will have an opportunity to evaluate the practicum experience in terms of learning opportunities, accessibility to the field instructor, adequacy of resources to support engagement in the practicum site, and the overall quality of the field experience. This will be completed in Tevera.

BSW Outcomes Assessment

Students will complete this competency-based learning assessment during the end of their practicum semester per our CSWE accreditation guidelines and standards. It will open in Tevera on week 11 of the semester and is due week 14 for completion. This assessment is not graded but is a required assignment and must be completed in order to pass the class.

BSW Implicit Environment Assessment

Students will complete the Implicit Environment Assessment during the end of their practicum semester. It consists of your learning experience and the program environment. This can include things like admissions, advising, student participation in governance, administrative structure, and resources. Each year, the Social Work Program assesses the Implicit Environment as part of our assessment requirements as an accredited CSWE program. It will open in Tevera on week 11 of the semester and is due week 14 for completion. This assessment is not graded but is a required assignment and must be completed in order to pass the class.

Liability Insurance and Clearances

All students must be covered by professional liability insurance prior to beginning practicum. You will need the \$1-3 million coverage option. You are strongly encouraged to purchase it yourself. Students will not be permitted to begin their practicum until the Field Coordinator has been provided with a copy of the insurance you purchased, or the agency provides. No exceptions will be made. Employment based placements still require liability insurance. Students should obtain a copy from the agency. Student members of NASW receive a discounted price for liability insurance. It can also be purchased at www.HPSO.com; <http://www.naswassurance.org/enroll-today/> ; or <https://www.americanprofessional.com/covered-professions/student/> (prices vary).

Ask your field instructor at your interview whether you need to get your child abuse clearance, state criminal background check, and/or FBI criminal history report. **Be sure to verify which FBI clearance you need.** Some of the following procedures can take several weeks to complete. If you cannot meet the requirements of the background check, you will not be able to intern at an agency. Please discuss with the field coordinator any concerns you may have about this.

If required by the field site, instructions on how to request child abuse clearance:

- o Go to the following website: <https://www.compass.state.pa.us/cwis/public/home> Click “create individual account”
- o Follow the instructions to create a Keystone ID
- o Login to your account
- o Click “Create clearance application”
- o Under “Application Purpose,” select “Individual 14 years of age or older who is applying for or holding a paid position as an employee with a program, activity or service...”
- o Cost: \$13 (subject to change)

If required by the field site, instructions on how to request state criminal background check:

- o Go to the following website: <https://epatch.state.pa.us/Home.jsp>
- o Click “Submit a New Record Check.”
- o Under “Reason for Request,” select “Other.”
- o Cost: \$22 (subject to change)

If required by the field site, instructions on how to request FBI criminal history report:

- o Go to the following website: <https://uenroll.identogo.com/>
- o If you will be completing your placement in a school, enter the following Service Code: 1KG6XN
- o If you will be completing your placement in any other setting, enter the following Service Code: 1KG6ZJ (code for DHS Volunteer)
- o After you enter your personal information, schedule a fingerprinting appointment v Cost: \$21.85, due at appointment (subject to change)

Child Welfare Education for Baccalaureates (CWEB)

The CWEB program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare, and 14 undergraduate social work degree programs in Pennsylvania accredited by the Council on Social Work Education. The social work program at Penn West University is one of the participating programs. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania’s 67 public child welfare agencies. Qualified persons who are enrolled as social work majors at Penn West on either a full-time or part-time basis may receive substantial financial

support in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency for a period of one year following graduation with the BSW. Application must be made during the semester prior to entering the final year of the social work program. The CWEB program at Penn West is coordinated by the University of Pittsburgh. More information about the program and a link to the online CWEB application can be found here:

<http://www.socialwork.pitt.edu/researchtraining/child-welfare-ed-research-programs/cweb>

Employment-based Placements and Paid Internships

CSWE now permits students to use their paid employment as their practicum as long as the student can meet all 9 Social Work Competencies and be evaluated on them. Students are not guaranteed paid placements and need to be prepared to complete their practicum regardless of pay as field is a requirement to graduate with your BSW. Paid placements vary from agency to agency and change depending on funding and opportunities at agencies so there is not a list of paid placements for BSW Students to refer to too.

Securing a Field Placement

The semester before you are scheduled for field student begin the pre-field process. Field Placements should be finalized by the end of the semester before you go into field.

- Students will be notified of a Mandatory Field Orientations. Orientations will be offered in person for students on campuses and on-line for on-line students.
- Students will register their Tevera accounts and begin pre-application tasks and assignments.
- The Field Coordinator reviews the application and identifies potential placement sites consistent with the student's interests and preferences when possible.
- In person students will meet with the Field Coordinator in person or via zoom to discuss preferences for field and make recommendations for sites are done as needed.
- Field Coordinator will connect student and agencies to facilitate the interview process
- On-line students are ultimately responsible for identifying their own placement but can request assistance from the Field Coordinator at any time. Face to Face students can be provided options local to their campuses.
- Once a student interviews and is accepted to a placement, the student is responsible for working with the agency to complete the Field Acceptance Form, the Task Supervisor form (if applicable), and the Field Instructor form in Tevera. Students are required to start each of these forms and submit them electronically to be completed by agency and field instructor / task supervisor.
- The Field Coordinator confirms placement and supervision qualifications.
- The Field Coordinator initiates Affiliation Agreement process
- The student confirms with the agency the on boarding process such as what clearances they need and in what time frame (this is different for every agency) and what pre-screening needs to be completed such as drug tests, physicals, TB tests, vaccinations, etc. (this also varies from agency to agency).

Procedures for addressing Field Practicum Difficulties

The Student's Responsibilities

If difficulties arise in the field practicum, the student is advised to first consult the agency field instructor. If the situation is not adequately resolved by consulting the agency field instructor, or the student, in good faith, believes that she/he/they cannot approach the field instructor, the faculty liaison should be contacted and informed of the difficulty. Students are to be encouraged by both the field instructor and the faculty liaison to use creative problem-solving skills to resolve issues that may arise in the field. Students should be familiar with the Professional Standards Policy in the BSW Handbook. This policy outlines professional standards of behavior and indicators of concern and applies to students both in classes and in the field.

The Agency, Field Instructor, Task Supervisor's Responsibilities

If at any time the student's performance is questionable, the agency field instructor is to inform the student and the faculty liaison. A meeting should be scheduled for the student, the field instructor, and the faculty liaison to discuss the concerns. If the field instructor feels that continuation of the practicum is not advisable, she/he should contact the assigned faculty liaison. When the removal of the student from the practicum placement is deemed necessary, a written statement should outline what has led to the decision and what steps were taken to ameliorate the concern. The statement should be forwarded to the faculty liaison or the Field Coordinator after a meeting with the student has taken place. The agency field instructor should feel free to contact the faculty liaison at any time, if there are any problems with the student in the agency.

The Faculty Liaison's Responsibilities

The faculty liaison should be the first contact for issues with the field placement. When issues arise, the faculty liaison should meet with the student and the field instructor to identify concerns and construct a plan of action. If the concerns are not able to be adequately addressed, the faculty liaison may determine, in consultation with the Field Coordinator, that the placement should be terminated. The faculty liaison will inform the student and the current agency field instructor of the decision to end the placement as soon as possible after the decision is made. After a terminated field placement, if the faculty liaison determines that a second practicum is advisable, it is the responsibility of the faculty liaison to inform the Field Coordinator in writing of the reason for the change in practicum and the need for a second placement. A second practicum placement is not automatic, but rather consideration is given to the circumstances that precipitated the disruption and the impact it may have had on the student.

The Field Coordinator's Responsibilities

The BSW Field Coordinator investigates more general concerns about field sites. When this occurs, the Field Coordinator may conclude that the concerns are invalid, work with the agency to correct deficiencies, or discontinue using the agency.

Frequently asked field internship questions

PennWest offers a fully online MSW program. Students who have earned a BSW and meet criteria can enter with advanced standing. The Advanced Standing MSW Program requires the completion of 33-36+ credit hours depending on the courses completed during the BSW program. It also requires completion of

concurrent field placements during which students complete a minimum of 600 hours of supervised practice. Students can transition directly from the BSW program to the MSW program. If doing so, please notify the field office of your application at socialworkfieldoffice@pennwest.edu. Please be mindful of deadlines posted in the MSW handbook (pennwest.edu/msw-handbook) for field placement applications.

1. What should I do before I go to the placement agency?

It is helpful if you call a week ahead to introduce yourself to your field instructor if you have not personally met them prior to placement, or to remind them that you are starting placement on X date. This is a good opportunity to confirm some specifics like parking arrangements, the specific time they are expecting you, who you should check in with when you first arrive, etc.

2. What should I wear?

As with your pre-placement interview, it is very important to present yourself as a professional intern, and dress in comfortable but professional work clothing. Revealing clothing as well as overly casual dress (e.g. jeans and tee shirts) are not appropriate. In some settings, such as residential settings, a certain day's planned activities may dictate what you wear as you become more involved in the placement. This is a good conversation to have with your field instructor during the early phases of your internship.

3. What should I expect in the orientation phase of placement?

Every agency approaches orientation somewhat differently, large agencies which have many interns may have a very formal, organized orientation; smaller agencies may have a more informal schedule. We encourage all agencies to plan an orientation for students which should include:

- Introduction to key personnel, support staff, and team/program members
- Physical orientation to the setting including day schedules, opening and closing procedures, telephone systems, office management requirements, submitting schedules, emergency policies, safety issues, whom to alert in the event of an unexpected absence, etc.
- Program orientation to the agency mission, key agency policies, and daily procedures
- Routine schedules including staff meetings, team meetings, consultation, group supervision, or training sessions you will be expected to attend
- Other agency-specific orientation manuals, materials, and helpful information

4. To whom am I responsible for my internship hours and daily schedule?

This is your responsibility to address with your primary internship field instructor. While you are with the placement, your attendance, scheduled hours, and assigned tasks are the responsibility of the agency field instructor and you. Each agency may have slightly different expectations about opening and closing times, preference for some evening hours, specific policies regarding signing in/out, transporting clients, etc. It is important that you clarify these early in the placement. Specific arrangements for days and hours at placement should be reflected in your learning agreement.

5. What if I put in extra hours in a week or, for some reason, not enough hours?

Again, your schedule should be addressed with your field instructor. Any changes or unexpected alteration should be addressed weekly so that you both keep a running record as the placement continues of weekly hours completed to complete the placement in a timely fashion. It is important to be prepared and to be flexible as you become more involved in the life of the agency, and to adapt to schedules with a flexible, reasonable attitude.

6. What if I am not familiar with some of the language, acronyms, or clinical terms being used at meetings?

This is perfectly natural as you are entering an agency and system “culture.” It is appropriate to ask those present to explain abbreviations, and to ask follow-up questions in supervision. Seize these learning opportunities!

7. What if my field instructor is not in on certain days?

If your field instructor needs to be out of the agency or off-site for a period, you should consult with your task supervisor (if applicable). If your field instructor needs to be away for an extended or unexpected period, discuss this with your field instructor and task supervisor and inform your faculty liaison.

8. What if I am the only professional on-site or expected to cover a shift by myself?

As a student, you are not expected to cover staff shifts by yourself; students are to be ancillary assistants to center-based responsible program staff, and to have on-site supervision at all times. If you appear to be put in this position, discuss it immediately with your agency field instructor and faculty liaison.

9. What if I am expected to perform responsibilities with which I am uncomfortable?

There are undoubtedly first experiences or new skills which feel uncomfortable and are anxiety provoking to most students. This is a natural part of the learning process which can be addressed and prepared for in supervision by role play, hearing examples of staff experiences, etc. If you feel you are being expected to perform beyond the accepted undergraduate student role, inform your field instructor and faculty liaison. Such circumstances might include being asked to administer medication to clients, covering dangerous or risky situations alone, working with violent clients, or providing outreach alone in dangerous environments.

10. What holidays do I take and how do I plan for personal days?

Students take off any holiday the agency extends to other staff, or the University identifies as a holiday. Personal/sick days are days when you need to be away from the agency for unavoidable reasons. Please discuss with your field instructor ahead of time how to handle these situations and who to notify. Any missed hours are the student’s responsibility to make up.

11. What do I do in an emergency involving clients?

Your field instructor should orient you to agency protocol in keeping with the mandate and mission of the agency. You should follow agency safety and emergency protocols. It is important to debrief and review the events of an emergency immediately following the event

National Association of Social Workers (NASW) Code of Ethics: Summary of Major Ethical Principles

Copies of the full NASW Code of Ethics are available in the College of Social Sciences and Human Services office.

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

- 1. Social Worker's Ethical Responsibilities to Clients.**
 - 1.01 Commitment to Clients
 - 1.02 Self-determination
 - 1.03 Informed consent
 - 1.04 Competence
 - 1.05 Cultural competence and social diversity
 - 1.06 Conflicts of interest
 - 1.07 Privacy and confidentiality
 - 1.08 Access to records
 - 1.09 Sexual relationships
 - 1.10 Physical contact
 - 1.11 Sexual harassment
 - 1.12 Derogatory language
 - 1.13 Payment for services
 - 1.14 Clients who lack decision-making capacity
 - 1.15 Interruption of services
 - 1.16 Referral for services
 - 1.17 Termination of services
- 2. Social Worker's Ethical Responsibility to Colleagues**

- 2.01 Respect
- 2.02 Confidentiality
- 2.03 Interdisciplinary collaboration
- 2.04 Disputes involving colleagues
- 2.05 Consultation
- 2.06 Sexual relationships
- 2.07 Sexual harassment
- 2.08 Impairment of colleagues
- 2.10 Incompetence of colleagues
- 2.11 Unethical conduct of colleagues

3. Social Workers Ethical Responsibilities in Practice Settings

- 3.01 Supervision and consultation
- 3.02 Education and training
- 3.03 Performance evaluation
- 3.04 Client records
- 3.05 Billing
- 3.06 Client transfer
- 3.07 Administration
- 3.08 Continuing education and staff development
- 3.09 Commitments to employers
- 3.10 Labor-management disputes

4. Social Worker's Ethical Responsibilities as Professionals

- 4.01 Competence
- 4.02 Discrimination
- 4.03 Private conduct
- 4.04 Dishonesty, fraud and deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging credit

5. Social Worker's Ethical Responsibilities to the Social Work Profession

- 5.01 Integrity of the profession
- 5.02 Evaluation and research

6. Social Worker's Ethical Responsibilities to the Broader Society

- 6.01 Social welfare
- 6.02 Public participation
- 6.03 Public emergencies
- 6.04 Social and political action

General Recommended Four-Year BSW Course Sequence

⊕ All courses are 3 credits unless noted.

<p>Semester 1 (15 credits) SOWK 1000 Intro to Social Work ENGL 1200 Foundations (Written Communication) Discovery (Social Science)-PSYC 1000 General Psychology Discovery (Social Science)-SOC 1000 Principles of Sociology Discovery (Arts & Humanities)</p>	<p>Semester 5 (15 credits) SOWK 3500 Policy Practice OR SOWK 3000 HBSE SOWK 3200 SW Practice with Groups OR SOWK 3250 SW Practice with Families Social Work Elective Free Elective</p>
<p>Semester 2 (15 credits) SOWK 2000 Diversity in a Changing World Foundations (Quantitative Reasoning) Discovery (Arts & Humanities) Discovery (Natural Science & Technology) Discovery (Social Science)</p>	<p>Semester 6 (15 credits) SOWK 3500 Policy Practice OR SOWK 3000 HBSE II SOWK 3200 SW Practice with Groups OR SOWK 3250 SW Practice with Families SOWK Elective Free Elective</p>
<p>Semester 3 (15 credits) Foundations (Oral Communication) SOWK 1500 Interviewing SOWK 2500 HBSE I Foundations (Technological Literacy) Discovery (Natural Science & Technology) Free Elective *Apply for Candidacy in BSW Program</p>	<p>Semester 7 (15 credits) SOWK 4000 SW Practice with Orgs & Comm SOWK 4100 Social Work Research Methods Free Elective Free Elective Free Elective *Field Orientation</p>
<p>Semester 4 (15 credits) SOWK 3100 SW Practice with Individuals SOWK 3400 Social Welfare History, Policy... Discovery (Natural Science & Technology) Discovery (Arts & Humanities) Gen Ed Elective (any Foundations, Discovery, or Health/Wellness)- recommend SOWK 3300 Lets Talk About Sex</p>	<p>Semester 8 (15 credits) SOWK 4800 Field Education (12 credits) SOWK 4900 Field Education Seminar</p>

PennWest Competencies and BSW Course Sequence

Competency	Course
Quantitative Application	SOWK 4100 Social Work Research Methods
Intercultural Fluency	SOWK 2000 Diversity in a Changing World
Ethical Reasoning	SOWK 3100 SW Practice with Individuals
Applied Methodologies	SOWK 4000 SW Practice with Organizations & Communities
Information Literacy	SOWK 4100 Social Work Research Methods
Intensive Writing (2 courses)	SOWK 3400 Social Welfare History, Policy Analysis... AND SOWK 4000 SW Practice with Orgs & Communities
Keystone Experience	SOWK 4800 Field Education

Social Work Course Descriptions

- SOWK 1000** *Introduction to Social Work*. Social work as a profession, history, current practical settings, professional values and requirements. (3 credits)
- SOWK 1500** *Interviewing and Engaging*. This class introduces students to the theory, value and skill components necessary for effective interviewing with diverse client systems. Communication techniques and personal attributes that enhance problem solving are explored. Demonstration and practice of core skills are thoroughly integrated in the classroom and skills lab. (3 credits)
- SOWK 2000** *Diversity in a Changing World*. Relations between dominant and subordinate groups; racial, ethnic, gender and sexual orientation; historical and comparative aspects. (3 credits)
- SOWK 2500** *Human Behavior and the Social Environment I: The Life Course* is the first of a two-semester course content area that is designed to provide the perspectives, frameworks and theories necessary to understand human behavior in the social environment from a social work perspective. This course emphasizes ecological, systems, and life course perspectives to work effectively with individuals and families across the lifespan. Approaches to understanding human and family growth and behavior are presented, with an emphasis on diversity and difference and the impacts of oppression and discrimination across the life course. Person-environment transactions and person-environment fit are stressed as the basis for understanding individuals and families from a social work perspective. (3 credits)
- SOWK 3000** *Human Behavior and the Social Environment II: Groups, Organizations and Communities* is the second of a two-semester content area that is designed to provide perspectives, frameworks and theories necessary to understand human behavior in the social environment from a social work perspective. Approaches presented emphasize diversity and difference and the systemic impacts of oppression and discrimination at the group, organizational and community levels. The nature of systems, environmental transactions, and goodness-of-fit are stressed as the basis for understanding groups, organizations and communities from a social work perspective. A strengths-based, empowerment perspective is also used throughout the course to better understand reciprocal relationships at the group, organization and community levels. (3 credits)
- SOWK 3100** *Social Work Practice with Individuals*. Basic knowledge, values and skills of the problem-solving approach for the micro level: varied approaches as background for developing one's own eclectic approach. (3 credits)
- SOWK 3200** *Social Work Practice with Groups*. History of social group work, the stages of group development, assessment of goals and objectives for groups, and the principles and values for intervention and problem-solving with groups. (3 credits)
- SOWK 3250** *Social Work Practice with Families*. History of social work with families, stages of family development, assessment of goals and objectives for families, and the principles and values for intervention and problem solving with families. (3 credits)
- SOWK 3300** *Let's Talk About Sex*. Biological, psychological and cultural aspects of the functioning of human sexuality from a social work perspective. (3 credits)
- SOWK 3400** *Social Welfare History, Policy Analysis and Social Service Delivery*. Built on an interdisciplinary base (economic, political, science, and sociological theories), the course prepares students for policy practice skills taught in Policy Practice in Social Work. (3 credits)
- SOWK 3500** *Policy Practice in Social Work*. Dynamics of change; change methods, strategies and values connections;

planning of change project. (3 credits)

SOWK 3700 *Child Welfare*. Issues for children and their families; needs, rights, services and policies in the best interest of the child. (3 credits)

SOWK 3800 *Social Work in Mental Health*. Approaches and skills for working with mental and emotional difficulties. (3 credits)

SOWK 3900 *Trauma Informed Social Work Practice*. Introduces students to the principles of Trauma Informed Care in a variety of settings. This course is a requirement for the undergraduate Trauma Certificate. (3 credits)

SOWK 4000 *Social Work Practice with Organizations and Communities*. Planning managing and organizing skills and values for working with organizations and communities. (3 credits)

SOWK 4100 *Social Work Research Methods*. Problem definition, hypotheses formulation, data collection, scientific decision making, elementary data analysis, ethical issues in and uses of human research. (3 credits)

SOWK 4500 *Seminar in Special Topics*. Selected topics of current important and significance to the social work profession. (3 credits)

SOWK 4800 *Field Education*. Supervised placement in a practice setting. Application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems. (3 credits)

SOWK 4900 *Field Education Seminar*. Capstone seminar paired with SOW 425. Focused on professional reflection and synthesis of prior coursework with praxis in a field setting. Application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems, as well as emphasis of ethical professional practice. (3 credits)

Candidacy Application for BSW Program
Pennsylvania Western University
Department of Social Work

Name: Click or tap here to enter text.

Preferred first name: Click or tap here to enter text.

PennWest ID (last 4 digits only): Click or tap here to enter text.

Email (PennWest account if you are a current student): Click or tap here to enter text.

Please select one of the following options:

I am a current PennWest Edinboro student.

I am a current PennWest California student.

I am a current PennWest Online student.

Number of credits completed (not including this semester): Click or tap here to enter text.

Number of credits currently enrolled in: Click or tap here to enter text.

Overall GPA: Click or tap here to enter text.

Social work GPA: Click or tap here to enter text.

Admission to Candidacy requires completion of certain classes. Please indicate whether you have completed or are currently taking the following classes:

Course	Completed	In Progress	Grade
SOWK 1000 Intro to Social Work (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	Select grade
SOWK 1500 Interviewing and Engaging (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	Select grade
SOWK 2000 Diversity in a Changing World (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	Select grade
SOWK 2500 Human Behavior in the Social Environment I (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	Select grade
ENGL 1200, College Composition (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	Select grade
SOCI 1000, Principles of Sociology (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	Select grade
PSYC 1000 General Psychology (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	Select grade

Successful pursuit of this degree and entry into the social work profession require the ability to adhere to our *professional code of ethics*. You have reviewed this code in your pre-candidacy social work classes (Intro to Social Work; Interviewing and Engaging; Diversity in a Changing World; and, HBSE I). Successful pursuit of this degree also requires the ability to present professionally and to *engage in professional behavior*, in and out of the classroom. Every syllabus in our program includes a statement on the behavioral expectations associated with this degree program. Your signature on this form indicates your understanding that failure to uphold our code of ethics and/or failure to meet our standards for professional behavior can lead to dismissal from the program.

Earning a CSWE-accredited degree in social work from our program requires graduating with an overall GPA of at least 2.0, GPA in the social work major of at least 2.5, as well as the completion of at least 450 hours in a field placement during your final semester (approximately 32 hours per week). Your signature on this form indicates your awareness of this policy.

I signify by signing below that I understand that I will have to have a full C or higher in all Social Work courses, an overall GPA of 2.0 and a social work GPA of 2.5 to receive a CSWE-accredited degree in social work from Edinboro University of PA. I further understand that failure to uphold the NASW Code of Ethics and/or failure to uphold the BSW Program's standards for professional behavior may lead to my dismissal from the program.

Click or tap here to enter text.

Electronic Signature

Click or tap here to enter text.

Date

Once you have completed this form, please email it to Dr. Kimberly Hardner, BSW Program Director at khardner@pennwest.edu

Please note that an interview is also part of the Candidacy application process.

A faculty member will be in touch to schedule this interview with you.

Agreement for Social Work Majors

1. Full Admission to Candidacy for the BSW requires the student to take responsibility for being informed about the Admission/Retention policy and completing the Candidacy Application for BSW Program (see Appendix D).
2. Social work students must meet with their assigned advisor prior to registration in order to have their advising hold lifted and to be able to register for the upcoming semester. It is the student's responsibility to come prepared for a group advising session or individualized session. Students should bring copies or have electronic access to their most recent completed advising sheet, transcripts and Degree Works Audit.
3. Social work students are responsible for reading the BSW Student Handbook, the undergraduate catalog and following course prerequisites and taking social work courses in sequence.
4. Social work students are responsible for completing all major requirements (including securing 120 credits, attaining a 2.0 GPA overall, a 2.5 average in the social work major, and a 2.4 to enter their Field Education).
5. Social work students must receive a full C or higher in all required pre-candidacy courses. Social work students must receive a full C or higher in all required social work courses.
6. Social work students are always responsible to act ethically and conduct themselves in keeping with the Social Work Code of Ethics.
7. Social work students are responsible for submitting the official copies of transcripts for any credits completed at another institution. These must to be sent to the University's Articulation and Transfer Department.
8. Juniors are required to complete a pre-graduation check at the beginning of the term following their completion of 96 credits.
9. Students planning to register for Field Education and Field Education Seminar (SOWK 4800 and SOWK 4900) in the following term must attend a mandatory pre-practicum orientation between the third through the fifth week of the current term.
10. Social work students must purchase Tevera in order to register for Field Education and Field Seminar (SOWK 4800 and SOWK 4900).
11. Seniors are required to apply for graduation at the beginning of their final semester. Watch email announcements for specified dates of each deadline.

I understand and accept these guidelines and responsibilities.

STUDENT: _____
(Print Name) (Signature) (Date)

Guidelines for Scholarly Work

The faculty of the BSW Program are increasingly concerned about the issue of appropriate scholarly ethics and agree that all of the statements which follow constitute a framework of minimum scholarly standards recognized in higher education. In submitting a paper or class project to the BSW Program, the student warrants and affirms the following:

1. That the work presented is an original piece of research/scholarship/creativity done entirely by the listed author(s).
2. That the entire work, or a substantial portion thereof, is not copied or directly paraphrased from the published work of another author.
3. That all direct quotations, direct paraphrases, empirical research findings and other suitable restatements of the research, scholarship, or creative work of others is appropriately referenced with standard bibliographic citation methods.
4. That the work in question was prepared especially for the class assignment for which it is submitted, has not been submitted previously and will not be submitted later in substantially its present form.
5. That in those instances when a similar or identical topic, theme, issue, population, problem or method is examined in the course, the consent or approval of both instructors has been obtained before the assignment is turned in. Instructors are under no obligation to provide consent.
6. That appropriate credit is provided in a footnote for assistance provided by faculty, other students, etc., in preparing the paper.
7. That no part of the assignment was prepared by a commercial or nonprofit term paper preparation service.
8. That the student has read or examined all sources cited and has personal knowledge that the quotations and findings attributed to those sources in the student's work are substantially correct.

Pre-Graduation Check Out Form (Information)

When you have completed 75 credits, please talk with your advisor about completing a pre-graduation check out form.

We are in the process of updating this form. Please check with the Social Work Department Secretary by calling 724-938-5910 or stop by the Social Work Office (#330 Building B) to inquire about where to find the form.

Appendix H

Professional Standards Check-In Form BSW and MSW Social Work Programs Pennsylvania Western University

We intend for this form to be a tool to help you continue to develop your professional identity, thereby laying a strong foundation for your career as an effective social worker by aligning your behaviors and skills with the standards of the social work profession. We have created this form as a means of checking in when issues are noted with professional behaviors in the classroom or field setting.

Social workers are held to certain professional standards in the field. In the BSW and MSW programs, therefore, students are also held to professional standards. When a supervisor notes an issue with a social worker's behavior or job performance in the field, it is typical for a review to be conducted and a corrective action plan to be put into place. This form is to be used in a parallel process to be applied within the classroom or field setting.

Student: _____

Date: _____

Faculty member: _____

Course: _____

Has an academic concern referral been made? _____

Date: _____

Professional Standard 1: Academic Performance

x	Expectation	Comments
	Plans and organizes work effectively	
	Turns in complete assignments on time	
	Makes arrangements for special needs	
	Attends class/field regularly	
	Demonstrates use of critical thinking skills	

Professional Standard 2: Conduct/Behavior

x	Expectation	Comments
	Demonstrates ability to work cooperatively with others	
	Actively participates in class discussion groups/ role plays/field activities	
	Shows respect for others' opinions	
	Is open to feedback from peers/faculty/field instructors	
	Demonstrates a willingness to respect and understand people across all intersections of diversity, including but not limited to race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, socioeconomic status, and populations at risk	
	Conducts her/himself according to the NASW Code of Ethics	
	Appropriately credits others' work (examples: proper quoting and paraphrasing of sources, accurately representing the division of labor for group projects)	
	Other indicators of concern related to conduct/behavior	

Professional Standard 3: Emotional Self-Control (Self-Understanding)

x	Expectation	Comments
	Uses self-disclosure appropriately (e.g., student seems to have an understanding of and has resolved the issue he/she is sharing)	
	Appears to be able to handle discussion of uncomfortable topics	

	Deals appropriately in class/field with issues which arouse emotions	
	Understands the effects of one's behavior on others	
x	Expectation	Comments
	Does not allow personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with professional/academic judgment and performance	
	Other indicators of concern related to emotional self-control (self-understanding)	

Professional Standard 4: Communication Skills

x	Expectation	Comments
	Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, and follow logical sequence	
	Demonstrates ability to use APA style, including citations, formatting, and other style requirements	
	Demonstrates ability to write effectively in records	
	Demonstrates a working proficiency of the English language in written communication	
	Shows professionalism in all written communication, including (but not limited to) written communications using social media, and electronic communications.	
	Is able to clearly articulate ideas, thoughts, and concepts verbally	

	Has the ability to communicate verbally in a clear manner	
	Demonstrates a working proficiency of the English language in verbal communication	
	Shows professionalism in all verbal communication	
	Other indicators of concern related to communication skills	

Corrective Plan

Action steps to be taken and time frame for completion: _____

Student response, if desired: _____

Date of follow-up meeting, if applicable: _____

Student's signature: _____ Date: _____

Faculty member's signature: _____ Date: _____

Outcomes/feedback from follow-up meeting, if applicable: _____

Student's signature: _____ Date: _____

Faculty member's signature: _____ Date: _____

If the student is unwilling or unable to address the identified behaviors within the established time frame, additional steps may be taken by social work faculty, up to and including possible removal from the social work program.

Copies of this form should go to the student, the faculty member, and into the student's file

